EDUCATION

Office of the Minister

402 Legislature Building, Edmonton, Alberta, Canada T5K 2B6 403/427-2025

To Her Honour
Helen Hunley
Lieutenant-Governor of the
Province of Alberta

Madam:

I have the honour to submit the Annual Report of Alberta Education for the period April 1, 1984 to March 31, 1985.

Respectfully submitted,

Neil Webber

Neil Webber
Minister of Education

EDUCATION

403/427-2889

Office of
the Deputy Minister

10th Floor, Devonian Building
11160 Jasper Avenue
Edmonton, Alberta, Canada T5K 0L2

Honourable Dr. Neil Webber
Minister of Education
Legislative Building
Edmonton, Alberta

Sir:

I herewith submit the Annual Report of Alberta Education for the fiscal year ending March 31, 1985.

Respectfully submitted,

Reno Bosetti
Deputy Minister

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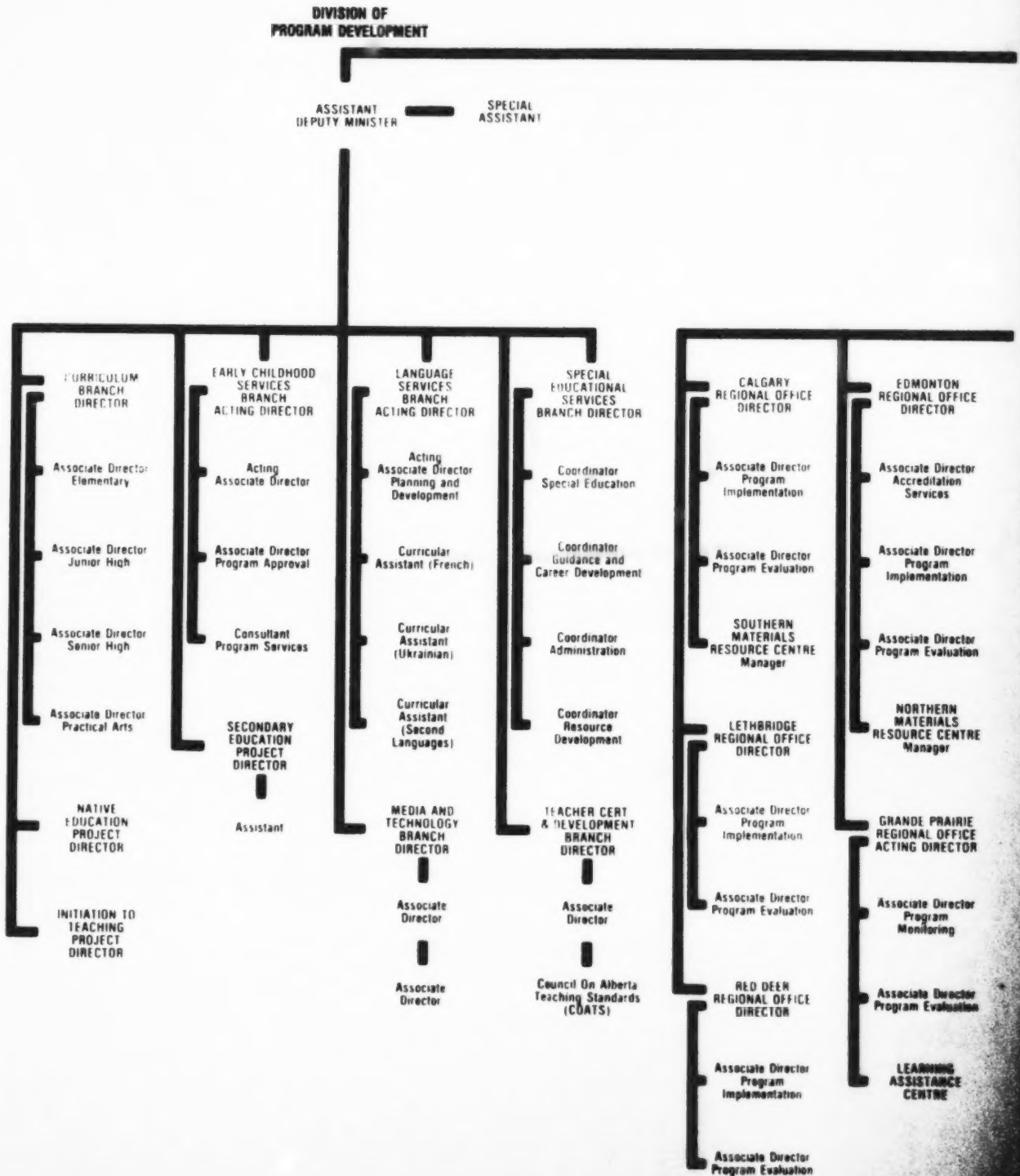
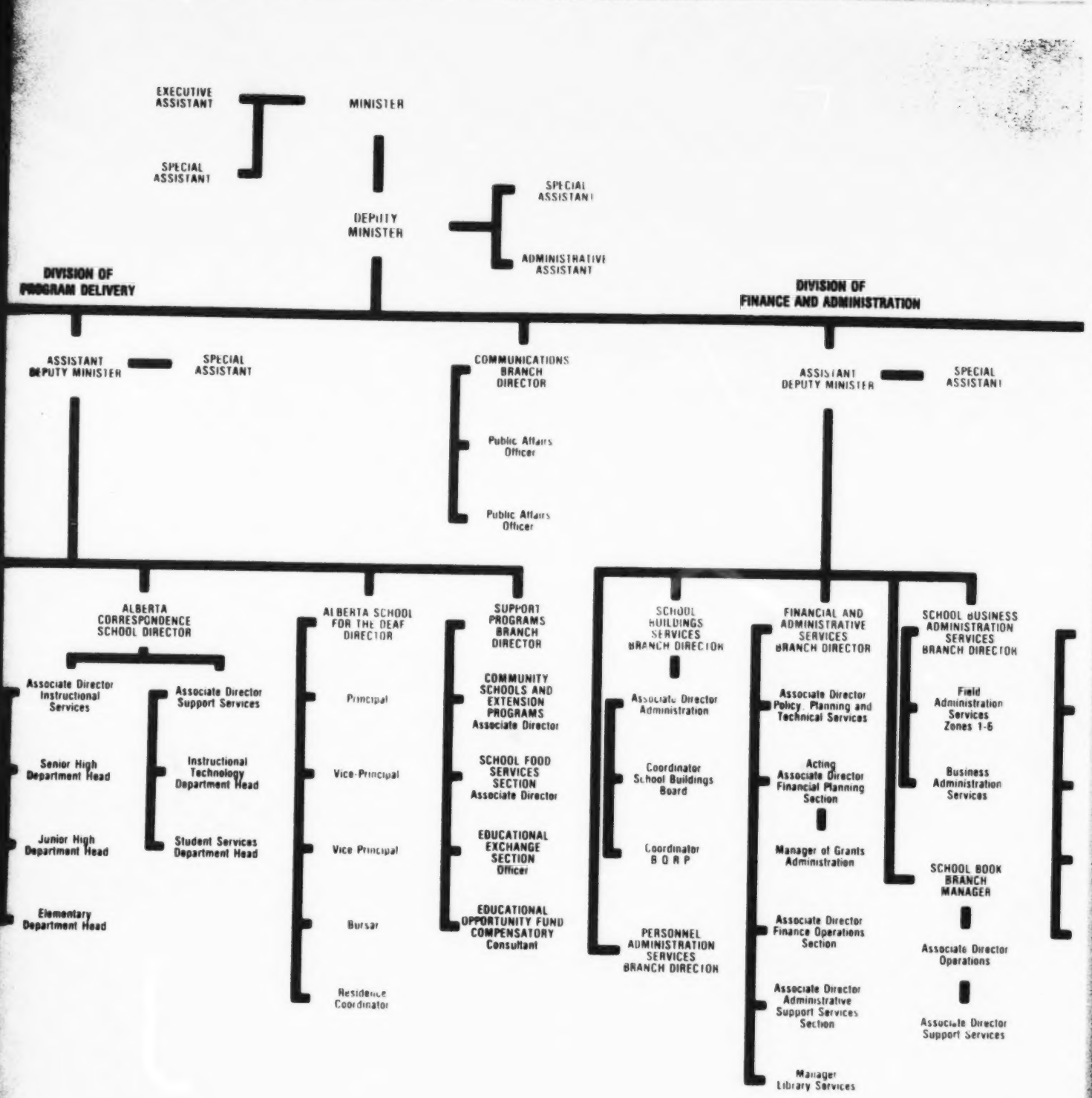
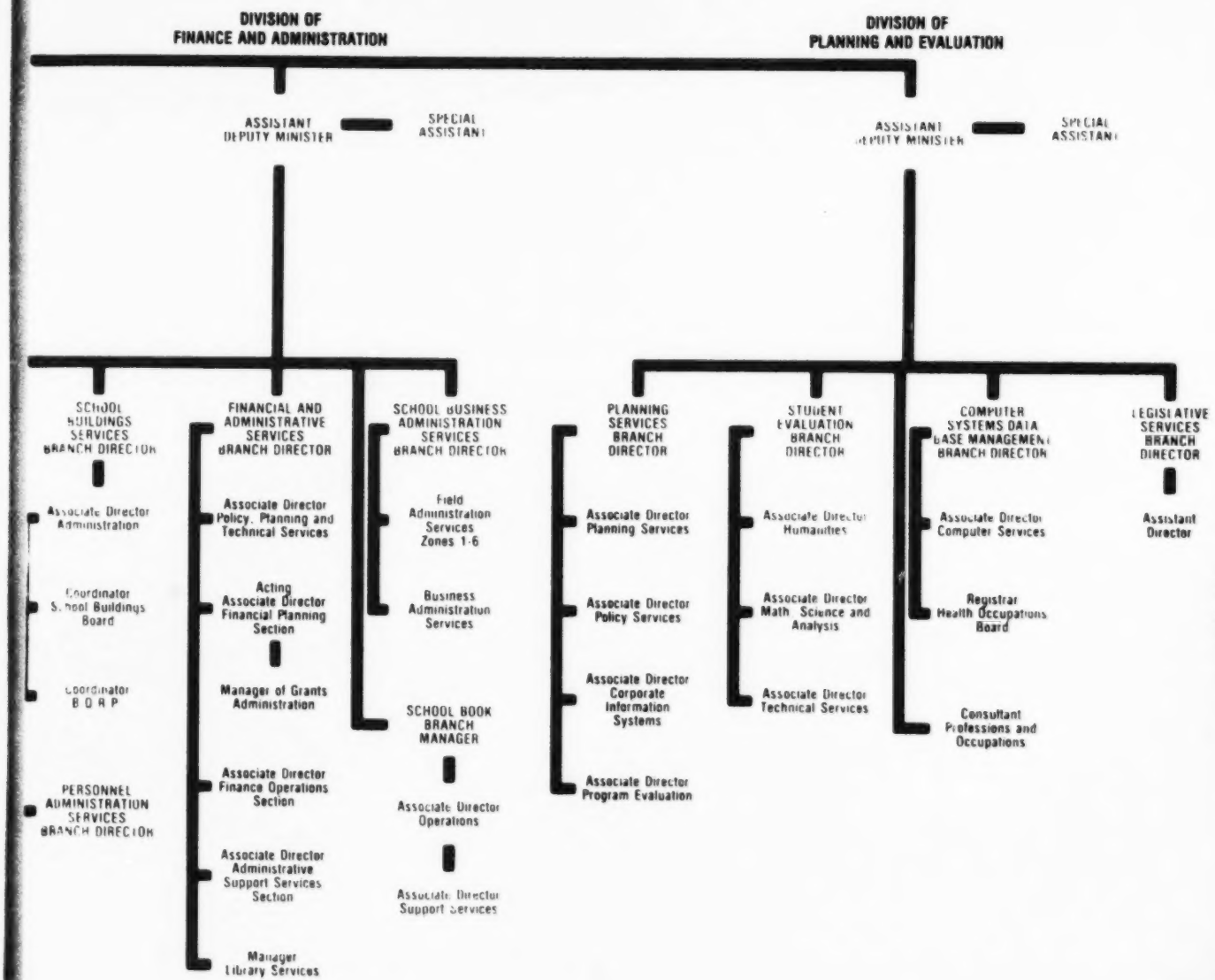
Organization Chart


DIVISION OF PROGRAM DEVELOPMENT
ASSISTANT DEPUTY MINISTER
SPECIAL ASSISTANT
CURRICULUM BRANCH DIRECTOR
Associate Director Elementary
Associate Director Junior High
Associate Director Senior High
Associate Director Practical Arts
NATIVE EDUCATION PROJECT DIRECTOR
INITIATION TO TEACHING PROJECT DIRECTOR
EARLY CHILDHOOD SERVICES BRANCH ACTING DIRECTOR
Acting Associate Director
Associate Director Program Approval
Consultant Program Services
SECONDARY EDUCATION PROJECT DIRECTOR
Assistant
LANGUAGE SERVICES BRANCH ACTING DIRECTOR
Acting Associate Director Planning and Development
Curricular Assistant (French)
Curricular Assistant (Ukrainian)
Curricular Assistant (Second Languages)
MEDIA AND TECHNOLOGY BRANCH DIRECTOR
Associate Director
Associate Director
SPECIAL EDUCATIONAL SERVICES BRANCH DIRECTOR
Coordinator Special Education
Coordinator Guidance and Career Development
Coordinator Administration
Coordinator Resource Development
TEACHER CERT & DEVELOPMENT BRANCH DIRECTOR
Associate Director
Council On Alberta Teaching Standards (COATS)
CALGARY REGIONAL OFFICE DIRECTOR
Associate Director Program Implementation
Associate Director Program Evaluation
SOUTHERN MATERIALS RESOURCE CENTRE Manager
LETHBRIDGE REGIONAL OFFICE DIRECTOR
Associate Director Program Implementation
Associate Director Program Evaluation
RED DEER REGIONAL OFFICE DIRECTOR
Associate Director Program Implementation
Associate Director Program Evaluation
EDMONTON REGIONAL OFFICE DIRECTOR
Associate Director Accreditation Services
Associate Director Program Implementation
Associate Director Program Evaluation
NORTHERN MATERIALS RESOURCE CENTRE Manager
GRANDE PRAIRIE REGIONAL OFFICE ACTING DIRECTOR
Associate Director Program Monitoring
Associate Director Program Evaluation
LEARNING ASSISTANCE CENTRE


EXECUTIVE ASSISTANT
SPECIAL ASSISTANT
MINISTER
DEPUTY MINISTER
SPECIAL ASSISTANT
ADMINISTRATIVE ASSISTANT
DIVISION OF PROGRAM DELIVERY
DIVISION OF FINANCE AND ADMINISTRATION
ASSISTANT DEPUTY MINISTER
SPECIAL ASSISTANT
COMMUNICATIONS BRANCH DIRECTOR
Public Affairs Officer
Public Affairs Officer
ASSISTANT DEPUTY MINISTER
SPECIAL ASSISTANT
ALBERTA CORRESPONDENCE SCHOOL DIRECTOR
Associate Director Instructional Services
Senior High Department Head
Junior High Department Head
Elementary Department Head
Associate Director Support Services
Instructional Technology Department Head
Student Services Department Head
ALBERTA SCHOOL FOR THE DEAF DIRECTOR
Principal
Vice-Principal
Vice Principal
Bursar
Residence Coordinator
SUPPORT PROGRAMS BRANCH DIRECTOR
COMMUNITY SCHOOLS AND EXTENSION PROGRAMS Associate Director
SCHOOL FOOD SERVICES SECTION Associate Director
EDUCATIONAL EXCHANGE SECTION Officer
EDUCATIONAL OPPORTUNITY FUND COMPENSATORY Consultant
SCHOOL BUILDINGS SERVICES BRANCH DIRECTOR
Associate Director Administration
Coordinator School Buildings Board
Coordinator B O R P
PERSONNEL ADMINISTRATION SERVICES BRANCH DIRECTOR
FINANCIAL AND ADMINISTRATIVE SERVICES BRANCH DIRECTOR
Associate Director Policy, Planning and Technical Services
Acting Associate Director Financial Planning Section
Manager of Grants Administration
Associate Director Finance Operations Section
Associate Director Administrative Support Services Section
Manager Library Services
SCHOOL BUSINESS ADMINISTRATION SERVICES BRANCH DIRECTOR
Field Administration Services Zones 1-6
Business Administration Services
SCHOOL BOOK BRANCH MANAGER
Associate Director Operations
Associate Director Support Services


DIVISION OF FINANCE AND ADMINISTRATION
DIVISION OF PLANNING AND EVALUATION
ASSISTANT DEPUTY MINISTER
SPECIAL ASSISTANT
ASSISTANT DEPUTY MINISTER
SPECIAL ASSISTANT
SCHOOL BUILDINGS SERVICES BRANCH DIRECTOR
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Associate Director Support Services
PLANNING SERVICES BRANCH DIRECTOR
Associate Director Planning Services
Associate Director Policy Services
Associate Director Corporate Information Systems
Associate Director Program Evaluation
STUDENT EVALUATION BRANCH DIRECTOR
Associate Director Humanities
Associate Director Math Science and Analysis
Associate Director Technical Services
COMPUTER SYSTEMS DATA BASE MANAGEMENT BRANCH DIRECTOR
Associate Director Computer Services
Registrar Health Occupations Board
Consultant Professions and Occupations
LEGISLATIVE SERVICES BRANCH DIRECTOR
Assistant Director

Deputy Minister

Report of the Deputy Minister

The Deputy Minister of Education provides leadership and direction for all activities of the department. This includes the development of major plans, programs and budgets and the administration and management of divisions and branches.

The Deputy Minister acts on behalf of the Minister of Education as required and advises the Minister through regular and ad hoc consultations.

The Deputy Minister also represents Alberta Education and the government of Alberta in discussions with officials of other governments and agencies, and with officials of national and international organizations and agencies.

During the period 1984-85 the emphasis was on continued leadership and ongoing improvement in education. Primary focus was placed on assessing department objectives and results achieved for children through the education system in Alberta.

This priority was reflected in the key initiatives undertaken during the period.

The Management and Finance Plan introduced in 1983 provided a new approach to funding education in the province and placed emphasis on the development of policies to guide the education of children. The role of Alberta Education shifted to monitoring the results achieved within school jurisdictions. A new set of provincial evaluation policies has now been put in place to ensure that students, teachers, programs, schools and school systems are evaluated on a regular basis.

The review of secondary programs began in early 1984. The review will result in a policy on secondary education, expected in mid-1985.

During 1984-85, the services provided to exceptional students continued to improve. Alberta Education showed leadership by establishing a Provincial Placement Appeal Committee, announcing plans for Educational Response Centres, preparing teachers' manuals for special education and revising the funding provisions.

Education Minister David King established the Native Education Project Team in December 1984. The project team began their important task by meeting with Native people across the province to discuss their views on education. The result of these discussions will be a new policy on Native Education for Alberta.

The Final Report of the Committee on Tolerance and Understanding was issued in December 1984. Many of the 60 recommendations of this report have been implemented.

The review of the School Act, initiated in 1983-84, resulted in a discussion paper for proposed amendments in January 1985. The discussion paper entitled "Partners In Education: Principles for a New School Act", will be the basis for future public meetings. Plans are for a new School Act to be considered by the Alberta Legislature during 1986-87. This new legislation will focus on the students and will recognize that education has a "public purpose". The new Act will emphasize that students, parents and the community, as well as educators, are partners in education.

In summary, 1984-85 was a year of many challenges and much activity in all areas of education. There was increased public interest in the quality of education and in the many key issues facing educators, parents and students in Alberta.

Communications

Report of the Director

The Communications branch is responsible for the coordination of all departmental public relations and for informing the public about the policies, programs and services provided by Alberta Education.

Information is provided through various communications vehicles, including newsletters, news releases, brochures, displays, video productions, electronic bulletin boards, public meetings, and conferences.

Branch staff provide public relations consultation as well as editorial, graphic and print production services to all areas of the department.

The Communications director coordinates the province-wide activities of Education Week and chairs the Provincial Education Week Committee, which is made up of representatives of other educational associations.

Legislative Services

Report of the Director

Legislative Services is responsible for the identification, development and recommendation of policies, guidelines and procedures relative to legislation, regulations and contracts under the administration of the Minister of Education. The branch administers the development and approval of contracts, Ministerial Orders and recommendations for Orders in Council and, in cooperation with Alberta Attorney General, provides legal advice to Alberta Education and develops regulations and legislation.

In cooperation with Alberta Attorney General, legal opinions were provided in the areas of interpretations of the School Act, contracts, school boards' authority, school elections, departmental responsibilities and constitutional concerns. The branch processed Ministerial Orders and prepared Orders in Council related to a number of areas, including establishment of Ministerial Advisory Committees, regulation amendments and changes in school boundaries. A new contract processing system was implemented.

During the period 1984-85 the branch provided assistance to the Policy Advisory Committee of Members of the Legislative Assembly in the Review of the School Act. This included assisting in the preparation and distribution of a comprehensive discussion paper entitled "Partners in Education, Principles for a New School Act". Also, assistance was given to the Policy Advisory Committee in organizing public forums throughout the province and handling responses to the proposed changes.

Branch personnel also cooperated with Alberta Attorney General regarding legal proceedings related to special education, private schools, home schooling and minority language education.

The branch assisted in the development of policy related to special education placement appeals, home schooling, and teacher certification and practice reviews.

The branch represented the department on the Interdepartmental Committee on Human Rights. Branch staff made presentations and provided assistance to public and educational interest groups in interpreting statutes, regulations and departmental plans for developing legislation and regulations.

Division of Program Development

Report of the Assistant Deputy Minister

The Program Development Division is one of four divisions within Alberta Education. This division develops, implements and monitors the policies, content, and requirements of educational programs.

The division is organized into six branches and four project areas — Curriculum, Early Childhood Services, Language Services, Special Educational Services, Media and Technology, Teacher Certification and Development, Council on Alberta Teaching Standards, Initiation to Teaching Project, Native Education Project, and Secondary Education Project.

The mandate of the division is to develop the content and requirements of educational programs. This responsibility impacts directly on students' educational experiences. It includes program expectations for children entering the formal education system in early childhood programs, the choice and approval of curricula and learning resources, standards of certification for teachers, programs for students who have special needs, the acquisition and use of technology by teachers and students, and the development of school programs in French and languages other than English.

The Assistant Deputy Minister is the representative of Alberta Education on the Board of Directors for ACCESS and the Alberta Educational Communications Authority. His membership ensures that the educational radio and television programming of ACCESS supports the criteria of Alberta Education curricula.

Major responsibilities of the division include developing, implementing and monitoring policies relating to the development, content and requirements of educational programs. This action ranges from creative and research activities that are required to determine the content and requirements of programs, to maintenance and enhancement of existing programs.

Highlights for the Program Development Division in the reporting year include:

- review of the Secondary Education Program of Studies;
- development of an action plan to address the special needs of gifted and talented students;
- development of a directional statement for school counselling and guidance;
- development of a directional statement for the use of computers in schools;
- initiation of the Provincial Special Education Placement Appeal Committee;
- inauguration of the Native Education Project;
- release of the Final Report of the Committee on Tolerance and Understanding, chaired by Mr. Ron Ghitter. The Assistant Deputy Minister of Program Development was a member of this committee.

Curriculum Branch

Report of the Director

The Curriculum branch translates the goals of basic education for Alberta into programs of study. The branch produces curriculum guides as service documents for teachers, recommends textbooks and resource materials for all courses and subject areas, and occasionally prepares service publications for distribution to schools. The branch also provides curriculum specifications, which are used in the preparation of provincial achievement tests and diploma examinations.

During 1984-85, the Curriculum branch continued to revise and develop curricula and approve new learning resources. In addition to these ongoing activities, branch staff participated in the Secondary Education Program Review, conducted an audit of private school curricula, and organized a publishers' conference that was held in February 1985. A teacher reference manual was prepared, which listed learning resources that the curriculum audit for tolerance and understanding had identified as "problematic" or "unacceptable".

The following are reports from specific areas of the branch:

Language Arts and Fine Arts

Minor revision of the junior high language arts program continued. The Reading 10 course was revised to include developmental as well as corrective reading. Modern plays for the senior high language arts program were piloted. A monograph for teachers of junior and senior high language arts, entitled Integration in Secondary Language Arts, was prepared and distributed.

A revised junior high art program was introduced in September 1984 for optional implementation. A teacher inservice kit was also prepared for the new junior high art program. At the senior high level, courses in Art 10, 20, and 30 were revised, and new courses in Art 11 and 21 were prepared.

New choral, instrumental, and general programs for junior high music were developed. Some developmental work was also done in the senior high program.

A new elementary drama program was introduced in September 1984, for optional implementation. A school district was contracted to revise the drama program for grades 7 to 12.

Social Studies

Two annotated manuals on learning resources were prepared for social studies: one for elementary grades and one for secondary grades. These documents describe all authorized resources for the prescribed topics.

Mathematics and Science

New course objectives for Mathematics 31 were approved and implemented in September 1984.

Revision of the Biology 30 courses was completed.

Health and Physical Education

A new junior high health curriculum was developed, and two series of learning resources were piloted.

A new curriculum was developed for physical education in Grades 7 to 12.

Early Childhood Services

Report of the Director

The Early Childhood Services (ECS) branch develops policy and support materials which shape locally designed programs to meet the physical, social, emotional and intellectual needs of young children and their families. The ECS branch assists school boards, private schools and private ECS operators in developing, implementing and evaluating programs in which enrolment is voluntary.

During the 1984-85 period, the ECS Policy Advisory Council continued its work towards the formulation of policy which will ensure that children experience continuity in ECS and primary education programs designed to meet their needs. Five consecutive drafts of a discussion paper entitled "Prospectus" were developed for wide circulation, public discussion and response in preparation for policy development in early 1986. The council also completed a review of ECS finance and prepared recommendations. The council's sub-committee on articulation continued to address standards for programs in which children are served until eight years of age and initiated a five-issue series of ECS Program Highlights on topics directly related to articulation of ECS and primary education programs. The handbook, entitled Philosophy, Goals and Program Dimensions (published in January, 1984), was translated into French. Similar key support documents were translated during this period in keeping with departmental policy and the importance of making documents available for French parents and programs.

Program approval procedures were fully transferred to the regional offices in keeping with the Management and Finance Plan initiative. This transfer of responsibility was embedded in the policy advisory council's recommendations on ECS finance.

A significant resource entitled Special Children: Responding to Their Needs, was produced by ACCESS in consultation with the ECS branch. The series of six 15-minute videotapes explores important factors in identifying disabled children and developing appropriate educational programs for them. Following completion of a print component for each videotape in late 1985, the complete in-service package is scheduled for release in early 1986.

Practical Arts

During 1984-85, the junior high home economics program was revised and piloted. The senior high business education program was revised. Nine curriculum guides were prepared for senior high business education, along with a manual for administrators, counsellors and teachers. Drafts of teacher's manuals were prepared to accompany each business education program.

Other projects in the practical arts area included: revalidation of locally developed courses, vocational teacher development grants, equipment approvals for new schools, a building quality restoration program for elementary, junior high school and senior high school business education, and the Principles of Technology Project.

A program policy manual and a policy/program monitoring handbook were developed for special needs programs. An off-campus work experience education policy was also developed.

A very successful senior high school business education program resulted in significant improvement in the offering of business education courses that are in step with up-to-date business procedures.

Computer Literacy

New course objectives for junior high computer literacy as an "A" option were approved and implemented.

New course objectives for Computer Literacy 10 (3 credits) were also approved and implemented.

Computer Courseware Clearinghouse

Since September 1984, the Curriculum branch has operated the Computer Courseware Clearinghouse. In 1984-85, the Clearinghouse reviewed 1 200 computer courseware products, conducted evaluations of 350 of these, and conveyed the evaluation results to educators throughout the province.

In cooperation with the Alberta Education Communications Corporation (ACCESS), 120 computer courseware products from the Minnesota Educational Computing Corporation (MECC) were made available to school jurisdictions for a nominal fee of $8.00 per computer diskette.

A parent involvement handbook entitled Bridges to Learning was developed during this period. A case study was undertaken in 14 ECS/primary education programs across the province in spring 1984 to identify factors in programs where instructional practices and children's progress were well-articulated. The study resulted in a publication entitled Articulation Linkages: Children and Parents in Early/Basic Education. A concurrent activity resulted in the research-based document entitled Human Development: The Early Years. These three documents constitute a significant part of the documentation prepared to support the articulation initiative.

In 1984-85, 1,096 ECS centres were operated by 385 operators comprised of 102 school boards, 252 private ECS incorporated non-profit societies and 31 private schools. These figures represent an increase of 78 centres over 1983-84; the number of jurisdictions decreased by 10, a reflection of cooperative school board and private ECS operator initiatives in which the school boards have assumed responsibility for the provision of an ECS program. A total of 35,935 children were enrolled in ECS programs in 1984-85 of whom 2,539 had special needs which were met through individualized program plans. 391 children were served through a Program Unit Grant which provides high-level funding for severely disabled dependent, blind and/or deaf children. The significant reduction in Program Unit Grant recipients (124 less than 1983-84) arose from new Management and Finance Plan policy which saw all school-aged severely disabled children served through the block fund in Special Education Services.

Language Services

Report of the Director

The major responsibilities of the branch are to encourage, plan, develop and implement programs in which instruction is offered in languages other than English and second language programs which offer English as a Second Language and Native languages.

French Language

During the period 1984-85 the French language education section was involved in the following:

A revised French edition of the Elementary Program of Studies was distributed during the 1984-85 school year. A variety of curriculum guides was finalized including four at the elementary level (health, mathematics, science and physical education) and two at the senior high level (Mathematics 10-20-30, Mathematics 13-23-33).

French language arts resources were piloted at both the elementary and junior high levels. As a result, a greater variety of resources is now available to help classroom teachers attain language program objectives.

Five new resources received basic status for the junior high science program. At the senior high level, new resources were approved for the following subjects: Biology 10-20, Clothing and Textiles 20, Business Education 10, Accounting 10-20, Typing 10-20-30, Law 20).

In social studies, twelve teaching units were finalized: eight for elementary teachers, two for both junior and senior high teachers.

An extensive needs assessment of the French language arts program was conducted during this year. Questionnaires were prepared and distributed to representative samples of the following groups: teachers, students and parents. Meetings were held with superintendents, consultants, principals and school staffs to complete and verify the information gathered from the questionnaires.

Two distinct activities will occur as a result of the data and recommendations arising from this needs assessment. The current French language arts program will undergo major revisions to address specifically the needs of the francophone student population. A new French language arts program will be developed for students learning French via immersion programs.

Other Languages

In the Ukrainian language section, two teaching units were developed for Ukrainian Language Arts 10-20. Preliminary work was also completed on the development of an anthology of readings with teacher guides for teaching Ukrainian Language Arts 10-12.

Five teaching units in social studies were piloted in Grades 1-3. Four units for Grades 4-6 were developed for piloting in 1985-86.

Development of a Ukrainian curriculum guide for Music 4-6 was completed.

Major achievements in second language programming include the approval of the Three-Year Italian Program and the approval of a revised Three-Year Latin Program. A Two-Year German Program was piloted at the junior high level, and a handbook for teachers dealing with strategies and techniques for the integration of culture in second languages instruction was prepared for field-testing. Three high school courses for English as a Second Language have been developed and finalized for approval. The development of a Native Language Program has commenced and the first phase, the development of a generic curriculum, has been completed. In planning for future program development, a preliminary survey of all second language instruction in the province was undertaken and completed. The Survey Report will serve to guide a more comprehensive evaluation of second language programs in the province.

Branch personnel were involved in administering the Federal-Provincial Agreement on Official Languages in Education. Under this agreement, 35 cost-shared special projects were approved for the benefit of jurisdictions offering French language programs.

Special Educational Services

Report of the Director

The function of the Special Educational Services branch is to ensure that the needs of exceptional students, including the gifted and talented, are being addressed. The branch supports the provision of appropriate educational opportunities and provides resources and leadership in order to ensure that guidance, counselling and career development services are an integral part of the regular school program and available to all students.

The branch performs tasks related to the development of policies, guidelines, procedures, curricula and resources to assist school jurisdictions in providing programs and services for exceptional students and guidance, counselling and individual diagnostic assessment to all school students. The development of standards and criteria for monitoring and evaluation of special education programs is also addressed by the branch.

During the period 1984-85, the branch was involved in providing funding grants as set out in the new Management and Finance Plan. Block funding grants provided $135 per resident pupil. From this block of funds, school boards are expected to allocate funds appropriately to ensure that the needs of exceptional students, including those who are gifted or talented, are met.

As part of celebrations for Canada Career Week in November, career packages for elementary, junior and senior high levels were distributed to schools across the province. An elementary booklet was developed for teachers' use with all students, including those with special needs. A junior/senior teacher high school activity booklet was also developed. Two manuals containing policy, guidelines and procedures for school jurisdictions in the areas of career development and guidance and counselling services were distributed.

Draft manuals relating the learning disabled, gifted and talented, and behaviorally disordered were piloted in Alberta schools prior to final printing.

The Special Education Manual, designed to bring together legislation, policies and guidelines pertaining to special education in Alberta, was developed and distributed to all school jurisdictions.

An extensive review of special education curriculum resources was undertaken according to the criteria established for tolerance and understanding. A team of over 25 evaluators was hired for this review. The revision of the special education learning resources list was undertaken.

Media and Technology

Report of the Director

The major responsibilities of the Media and Technology branch are to improve and enhance the availability and quality of media resources for learning, and to improve the applications of technology in instruction and learning in Alberta schools.

In pursuit of these purposes the branch's activities covered four general areas in 1984-85.

Liaison and Policy Development

In the area of liaison and policy development, as a follow-up to the Minister's approval of the School Library Policy Statement, 12 regional workshops were conducted for trustees, superintendents, school principals and teacher-librarians. The workshops provided an awareness of the importance of integrating the school library program with the instruction program and outlined a suggested implementation model.

Procedures were established and coordinated which led to the preparation of a list of departmental priorities for ACCESS production and acquisition. The priority needs identified were in the following areas:

1) Resources for basic subjects
2) Resources for young children
3) Resources for languages other than English
4) Resources for computer literacy and technology
5) Resources for teacher inservice
6) Resources for increasing awareness of children with special needs

Policy, guidelines and procedures were developed for the evaluation and selection of provincially authorized learning resources and for the distribution of Alberta Education documents.

Regional film centre liaison activities focussed on the completion of the computerization of the film booking and catalogue service.

Teacher Certification and Development

Resource Development

In the area of resource development, coordination was provided relative to the participation of Alberta Education staff in ACCESS program design development and production.

Interprovincially, branch staff continue to administer and coordinate the work of the Canadian Educational Exchange for Instructional Materials Analysis (CEIMA). Two workshops were conducted in Alberta, one in Ottawa and one in the Northwest Territories to train CEIMA analysts.

Research

In the area of learning resource and technology research, three major projects were undertaken:

1. Sightlines Laserdisc - A joint venture with the Curriculum Branch to initiate planning and design of an interactive laserdisc which will serve as a extensive audiovisual data base to support the new art curriculum. The project is scheduled for completion in 1986.
2. Mathmania - The design and evaluation of a combination of pocket calculator/thinkstrip/ Sony Walkman technology to individualize a remedial program in problem solving. The program is to be implemented in pilot schools and the project will be evaluated in 1985-86.
3. Video Distribution Demonstration Project - Data collection has been completed and the survey findings are now being analyzed. A report and recommendations will be submitted to the Minister, ACCESS, and regional film centres.

Production

The Media and Technology branch operates a production unit which provides editorial, artistic, photographic and general audiovisual services for the Program Development Division. During the year a large number of documents was processed for printing, including curriculum guides and teachers' manuals, as well as the annual amendments to the programs of studies and production of a new "Junior/Senior High School Handbook". The branch also has the responsibility for producing a departmental newsletter "Education Today in Alberta".

Report of the Director

The major responsibilities of the Teacher Certification and Development branch involve the evaluation of teaching credentials and the issuing of certificates, the maintenance of files on teacher professional studies and services, and the provision of research and consultative services to Alberta Education, school jurisdictions, teachers and other educational groups on matters associated with teacher certification and development.

The branch also evaluates the credentials of foreign high school students wishing to study in Alberta. Secretarial and consultative services are provided to the certification referral and the certification appeal committees. In addition, the branch administers the Teaching Profession Appeal Board and the Board of Reference.

During the period 1984-85, branch staff were involved in a variety of certification and development activities including: reviewing emerging teacher education programs and changing certification standards in Canada and abroad, studying the concept of internship in teacher education programs, reviewing Early Childhood Services certification programs and standards in Canada, reviewing policies for the recognition of religion courses for certification and assisting Alberta Education in research and development activities concerned with teacher in-service, tolerance and understanding, teacher evaluation and the Initiation to Teaching Project.

The branch initiated two major studies concerned with the operation of the branch. One was concerned with the organization and mandate of the branch while the other was to study the effectiveness of the certificated personnel record system for teachers, school jurisdictions and other public groups.

Native Education Project

Report of the Director

The Native Education Project was established in December 1984. A staff of four people was assigned to the project.

One of the project mandates was to formulate and develop a Native Education Policy for the province of Alberta. In formulating the policy, the project team met with virtually every Native group and organization for the purpose of soliciting Native input. The proposed policy statement was to be completed by the fall of 1985.

A second project mandate was to initiate and develop learning resources for and about Native people for the social studies program. Fourteen projects were initiated. A cooperative effort involving Alberta Education school jurisdictions, Native groups, publishers, and students is being used to develop the materials. The current projects are developing the materials for Grades 1-7. It is anticipated that the learning projects will be completed by December 31, 1986.

In addition to the two mandates, the project team members were actively involved in providing consultative services to school jurisdictions, Indian boards, Metis settlements, and Native organizations.

Initiation to Teaching Project

Report of the Director

The Initiation to Teaching (Internship) Project was announced in the Spring 1985 Speech from the Throne. It was to be implemented in provincial school systems in September 1985. The major purpose of the project is to provide for the continued professional training on a voluntary basis of Alberta's education graduates in an environment that will facilitate their transition from student to professional teacher. The project is also intended to provide employment for prospective teachers who might otherwise be unemployed or underemployed. Finally, the project provides school systems with an opportunity to assess the suitability of teachers for future placement.

The program is jointly funded by Alberta Education ($5,460/intern), Alberta Manpower ($7,800/intern), and participating school systems ($2,340/intern). Alberta Education also provides $750/intern to cover the employer's share of CPP/UIC. Alberta Manpower provides an additional $1,000/intern for professional development training costs. A maximum of 900 intern positions was made available to school systems for a total funding commitment of $15,615,000.

In most schools, each intern will work with several teachers. Interns will be providing one-to-one and small group instruction for student remediation and enrichment; they team teach with regular staff; they may be teaching part of a split grade in subjects and at grade levels for which they have training or; at the high school level, they may teach a course in their area of subject specialization under the direction of a supervising teacher. Interns contribute expertise in their areas of training and interest; they may also work in subject areas and specialization for which they have little expertise in order to gain a variety of experience and on-the-job training. An Initiation to Teaching Project Steering Committee representing all stakeholder groups has set guidelines and procedures for direction of the project.

There will be extensive monitoring and evaluation of the project during its two years of operation. A final evaluation report will be available in the spring of 1987.

Secondary Education Project

Report of the Director

The Secondary Education Review Project was established in February 1984 for the purpose of reviewing the junior and senior high programs. It was intended to provide a new direction for secondary education in Alberta.

An advisory committee assisted the Minister in assessing the information collected during the review and in formulating a policy framework. The administration of the review, including the professional and technical support needed to make it operational, was managed by a project team within Alberta Education.

On the basis of the analysis of public opinion, the literature gathered during the early stages of the review, and the deliberations of the Minister's Advisory Committee, three documents were released in January 1985. The first of these documents, entitled Foundation for the Future, was the report of the Minister's Advisory Committee on Secondary Education Review.

The project team prepared a second document entitled Alberta's Secondary Education Program: The Public's View.

Literature on relevant educational and societal issues was condensed in a third publication entitled Alberta Secondary Education Research Basis.

The Minister of Education invited interested Albertans to review these three preliminary documents and to provide feedback to the Advisory Committee. Public meetings were held throughout the province, and written reactions were received, analyzed and used in preparing a final policy statement on secondary education. The policy statement was to be released in June 1985.

Division of Program Delivery

Report of the Assistant Deputy Minister

The Assistant Deputy Minister, Program Delivery, oversees and coordinates the operations of the five Regional Offices of Education in Grande Prairie, Edmonton, Red Deer, Calgary and Lethbridge; The Alberta Correspondence School, The Alberta School for the Deaf and the Support Programs Branch (including the Educational Opportunities Fund Compensatory, School Food Services, Educational Exchange, the Community Schools Program and School Extension Programs).

The mandate of the division is program implementation. This includes providing administrative, consultative, evaluative and planning services in support of the implementation of educational programs and direct services to students in Early Childhood Services through Grade 12.

Additional responsibilities of the Assistant Deputy Minister include participating with the Minister, Deputy Minister and other Assistant Deputy Ministers in activities involving policy development.

During the period 1984-85, the Assistant Deputy Minister monitored school jurisdiction evaluation policies, oversaw the operation of the new governance structure of Northland School Division, initiated a computer network in the division, oversaw the development and implementation of a computerized tracking system for the Alberta Correspondence School, took an active part in revising special education funding, and handled complaints, investigations and the conduct of field activities.

Through the regional offices, the division evaluated schools and school systems, monitored private schools, conducted a special evaluation of Category 2 private schools, accredited secondary schools, assisted in the implementation of the Management and Finance Plan, and investigated school closures.

Grande Prairie Regional Office of Education

Report of the Director

The Grande Prairie Regional Office provides support services to all school jurisdictions, public and private, in Zone 1 with respect to their delivery of educational programs to students in Early Childhood Services through Grade 12. These services include consultation and inservice, certification and approval of programs, monitoring and appraisal of programs and services, and ensuring system adherence to provincial policies, guidelines and procedures. The Learning Assistance Centre component of the office provides psycho-educational assessment of individual students with special needs and consultation with parents and teachers in remediation of these needs.

Surveys, investigations, evaluations and inservice activities were attended to on a regular and systematic basis during the 1984-85 year. School evaluations were carried out in five schools and a system evaluation done in one jurisdiction. Program evaluations were conducted in the areas of science, art, math, special education, French language, Early Childhood Services, home economics, music and industrial education. Inservice activities in art, science, math and special education were attended to as well. Twenty-one private schools and 20 private ECS operators were supervised, reported on and six teachers were evaluated for certification purposes.

A major initiative during this year was the implementation of the Management and Finance Plan. All staff were involved in the refinement of documentation, inservicing system staff in the policies, procedures and guidelines and certifying performance with respect to the special needs program. The approval of program expenditures, system teacher evaluation policies and resident pupil counts, and conducting school foundation program fund audits were also part of this process.

Other activities during the 1984-85 year included; providing superintendency service to Grovedale School District, assisting the Student Evaluation branch in the development, administration and scoring of achievement tests and diploma exams, assisting the Curriculum branch in curriculum developments including piloting in the subject areas of art, music, math and language arts, facilitating forums for the School Act Review, auditing the private school curricula, assisting the School Buildings branch with facility needs reviews, monitoring the implementation of new and revised curricula and providing assistance to jurisdictions on the development of student, teacher, program, school and system evaluation policies and procedures.

Edmonton Regional Office of Education

Report of the Director

The Edmonton Regional Office of Education is responsible for the accreditation, monitoring, evaluation, grant approval, and the adherence to provincial statutes, policy and regulations by 56 school jurisdictions, 55 private schools and 75 private Early Childhood Services operators in Zones 2 and 3.

1984-85 was a year of substantial transition in the role description of the staff. The Management and Finance Plan and reorganization of Alberta Education have required that consultants take on additional functions in grants processing, program monitoring, investigations and system evaluation activities. New guidelines and procedures were developed to assist boards, superintendents and private operators to comply with the expectations of the department. Several seminars were held related to the development of teacher, student, program, school and school system evaluation policies, guidelines and procedures.

Evaluations conducted in 1984-85 by the Edmonton Regional Office moved noticeably in the direction of addressing emergent issues or concerns, analyzing special programs, and applying indicators of effective and quality schooling. As well, more evaluation activity was directed to system evaluations than in previous years.

As part of the accreditation functions of the Edmonton Regional Office, 937 elementary and secondary school program plans were approved in 1984-85. Elementary and secondary school program plans were completed with a high degree of accuracy by school and system administrators. In addition, eight private school applications were received, processed and approved.

The financial function of the Edmonton Regional Office involved the processing of grant claim submissions for 22 special program needs areas for each of Zones 2 and 3 school systems. Recommendation of payment of funds totalling about $55 million was made in accordance with grant regulations and the Financial Administration Act.

Implementation activities focused primarily on the implementation of the Management and Finance Plan through a series of workshops. In addition, several new communication vehicles were initiated. These included creation of the Edmonton Regional Office Management and Finance Plan Advisory Committee, presentations at all CASS Zones 2 and 3 meetings, the "Regional Office Hour" at Northwest Large High School Principals' Association meetings, and the Edmonton Regional Office "Director's Notes".

Monitoring of special needs programs and policies of school jurisdictions, private schools and private ECS operators was undertaken. Results of monitoring indicated that school authorities have focused their concern and resources on truly significant educational considerations and have achieved impressive results.

Red Deer Regional Office of Education

Report of the Director

As a regional unit of the Division of Program Delivery, the Red Deer Regional Office is responsible for monitoring, appraising, and reporting on the performance of schools and school jurisdictions in Zone 4. The mandate of this office also includes providing advice and assistance to school boards, administrators and teachers as well as ensuring that they comply with relevant provincial statutes and regulations.

The Red Deer Regional Office provides liaison and communications with the various divisions of Alberta Education and the professional staff, the board members and other educational stakeholders in central Alberta. The office staff advises school board members and school personnel on matters relating to planning, instruction, finance, and policies of Alberta Education.

Surveys, investigations and evaluations are conducted by the office. During the 1984-85 school year one system evaluation was undertaken, 10 school evaluations were completed and numerous investigations and surveys were conducted. During the same year a number of consultants from the office were involved in developmental curriculum work at both the provincial and the local levels. Papers were prepared for a model for the Delivery of Services to Low Incidence Handicapped Students as well as in a number of curricular areas. Developmental work was also provided on provincial achievement tests and diploma examinations for the Student Evaluation branch. Office members also served on provincial curriculum audits as well as on a committee that was established to develop a Program Delivery communications plan.

Extensive policy development was undertaken at the provincial level during the past year and a number of consultants from Red Deer worked on these policies. A number of workshops were also conducted in the area of policy development with local jurisdictions in Zone 4. In addition to this a major workshop was undertaken with the first year teachers of Zone 4. This workshop attempted to zero in on problems of first year teachers and was considered very successful.

Staff from the office also served on committees involved in the continuing development of the department's Management and Finance Plan.

Calgary Regional Office of Education

Report of the Director

The Calgary Regional Office of Education is responsible for ensuring that school jurisdictions in Zone 5 comply with provincial statutes, regulations and policies relative to education.

The regional office provides a liaison and consultative function to assist various partners in education including students, school-based staff and administrators, other divisions of Alberta Education and the public. Consultative functions include advising on school programs and on matters relating to educational policy, planning, accreditation and finance. The Southern Alberta Materials Resource Centre is attached to the regional office and provides braille, large print materials and audio tapes for visual and hearing impaired students in southern Alberta.

Evaluations, surveys, investigations and monitoring functions are also carried out by the regional office. In 1984-85, staff conducted two urban and three rural school district evaluations and one Category I and three Category II private school evaluations. A number of subject area evaluations, one rural survey and two jurisdictions audits were also completed. As well, staff conducted one ministerial investigation and responded to more than 150 ministerial action requests. In addition to monitoring private schools, the regional office also began monitoring special needs programs and evaluation policies.

Throughout the year, staff members served on policy and planning committees of Alberta Education and on a number of provincial curriculum advisory committees. They also participated in the annual summer workshop wth school jurisdiction personnel and provided leadership through a number of zone meetings and seminars with school jurisdictions, private schools and ECS societies.

Lethbridge Regional Office of Education

Report of the Director

The mandate of the Lethbridge Regional Office of Education is to appraise and report on the performance of schools and school authorities in their delivery of educational programs and services and to ensure that school jurisdictions comply with relevant provincial statutes and regulations.

Additional responsibilities include providing information and advice on programs, services, statutes, regulation intents and policies, and participating in the development of improved programs and services at both the provincial and Zone 6 levels.

During the period 1984-85, five school evaluations were conducted in the zone, including an evaluation of a large Category I private school. In addition, two community school evaluations were completed which resulted in charters being renewed.

In response to the recent Alberta Education requirement that school authorities develop and implement local program and school evaluation policies, the Lethbridge Regional Office has shifted the focus of school evaluations for the coming year to one of helping local school systems develop the expertise to plan and carry out school evaluations locally. Typically, several regional office consultants have been assigned to help school systems plan and conduct school evaluations using an evaluation team composed of both regional office and local school jurisdiction personnel. Approximately 10 systems have expressed an interest in employing this approach for the coming year.

All systems in the zone have developed and obtained Ministerial approval for their teacher evaluation policies. Student evaluation policies have also been developed and school, program and system evaluation policy development has been completed by most jurisdictions.

All regional office consultants have been extensively involved in the implementation of the Management and Finance Plan, including assuming responsibilities as performance certifiers and expenditure officers. A system for processing grant claim forms within the regional office is being developed.

Private schools in the zone, with one exception, have been granted Ministerial approval. All private schools were inspected and teachers employed by private schools and by Early Childhood Services private operators were evaluated for permanent certification.

The office was represented on provincial ad hoc and curriculum coordinating committees in senior high English, social studies learning resources, biology, fine arts and computer literacy.

A major activity for subject area consultants was that of assisting with the audit of textual resources used by private schools as requested by the Minister's Consultative Committee on Tolerance and Understanding.

Continued assistance was provided to the Native education project involving the Peigan Band and three school jurisdictions.

Consultants provided extensive assistance to the Student Evaluation branch with the development and administration of the Grade 12 provincial diploma examinations and achievement tests for students in Grades 3, 6 and 9.

Alberta Correspondence School

Report of the Director

The Alberta Correspondence School provides educational services to students with unique learning needs which cannot be met in the regular classroom. In addition to developing multi-media educational materials for Grades 1 to 12, the Alberta Correspondence School provides upgrading programs which prepare adult students for entry into senior high school courses.

During the 1984-85 period, 30,985 students registered with the Alberta Correspondence School. This was a 9.5 per cent increase over the previous year. Student enrollment in the senior high school totalled 29,450. In the junior high school, enrollment was 1,346, and in the elementary school 189 students were enrolled. Registered students submitted 318,432 lessons for correction.

The strong demand for student services continued to be met by the Edmonton Study Centre when it was relocated to the Harley Court building. Approximately 25 per cent of all student registrations were processed through the Study Centre. This office also handled most of the Edmonton and area telephone inquiries and thereby greatly relieved the pressure on the telephone system in Barrhead.

The student services provided by both the Edmonton and Barrhead offices included academic counselling, diagnostic testing, evaluation of out-of-province documents, supervision of final examinations, and assistance to students affected by the teachers' strike in the Elk Island region. Contact between the Alberta Correspondence School and individual students and educational institutions was maintained by the educational liaison officer who travelled throughout the province in spring and fall.

During this period emphasis was placed on enhancing the school's instructional services. In addition to the development of 11 new courses to meet curriculum changes, 18 courses were revised and updated. Appropriate media components were included in many courses to augment the basic print components: audio tapes were an integral part of 42 courses, kits were required for 15 courses, three courses contained a C.A.I. component, and a series of video tapes supplemented the English 30 course. In the elementary school the instructional program was enriched through teleconferencing and a resident summer camp.

The updating of the typographical and printing equipment resulted in greater efficiencies and improvement in the quality of the instructional materials produced. Consequently, the school experienced no difficulty in meeting the production demands for 21,562,643 pages, which represents a 17 per cent increase over the previous year.

The Alberta Correspondence School library was divided into two functional units — the mail-order library which supplied learning resources for students and the reference library which provided research information for the academic staff. The acquisition and cataloguing of volumes for the reference library continued, and this collection now contains 12,317 volumes. There are 16,575 additional titles in the mail-order library.

The computerization of the school's administrative system remained on target.

Through activities such as judging the Rural Safety Essay competition, participating in the teacher-exchange with the Primary Correspondence School in Queensland, publishing the Correspondence Education newsletter, and hosting the 1984 Departments of Education Correspondence School Association (Canada) conference, the Alberta Correspondence School maintained liaison with various educational organizations.

During this period the Alberta Correspondence School celebrated its 60th anniversary with the official opening of the new school building in Barrhead on June 6, 1984. Another 60th anniversary project was preparation of a short history of the Alberta Correspondence School.

Alberta School for the Deaf

Report of the Director

The Alberta School for the Deaf provides education, child care programs and related clinical services to a student population and young adults ranging in age from five to 19 years.

The school theme, "Striving for Excellence" places the emphasis upon the policy which addresses teacher evaluation based upon a competency approach to program delivery. The implementation of the Total Communication Policy provides for the evaluation and professional development of sign language communication competencies of all staff.

Effective home/school/community communications incorporates the monthly publication of the Alberta School for the Deaf Newsletter and quarterly publication of the Alberta School for the Deaf Curriculum News.

Highlights of the year included the development of an "Oral Communication" policy for implementation and monitoring within the education program. A recently developed curriculum guide "Deaf Studies" was approved and implemented in the secondary program. A program emphasizing personal safety was implemented which included extensive orientation of all elementary parents and guardians. Seven high school students were the first in Alberta School for the Deaf history to graduate with a General High School Diploma. Five applied-research programs in the area of deafness were conducted at A.S.D. in cooperation with the University of Alberta.

An educational exchange program saw several junior high and senior high students from Alberta School for the Deaf twin with deaf students from the Sir James Whitney School in Belleville, Ontario. Selected high school students were sponsored by the Alberta School for the Deaf Parent's Organization to travel to Europe during spring break 1985.

The total student population in 1984-85 was 119.

Support Programs

Report of the Director

The mandate of the Support Programs branch is to implement policies and programs designed to support educational activities in the schools of the province. The major programs in the branch include the compensatory component of the Educational Opportunities Fund (EOF), Educational Exchange, Community Schools and School Food Services.

EOF Compensatory Program

This is a funding program which supports compensatory educational programming for disadvantaged students in selected areas of the province. Eligibility for the funding is determined on the basis of local wealth and degree of educational disadvantage within the jurisdiction.

In 1984-85 this program operated in 30 school jurisdictions. Four urban jurisdictions operated compensatory educational programs designed to meet the special needs of urban Native students.

Educational Exchange

The purpose of this program is to provide opportunities for Alberta students and teachers to participate in exchange experiences. These are designed to expand educational programs for students and, in the case of teachers, increase professional competence.

During 1984-85, 75 Alberta high school students participated in the annual Alberta-Quebec student exchange program. The exchange period in each province was 13 weeks.

An Interchange on Canadian Studies conference in Summerside, P.E.I. was attended by 15 Alberta high school students.

A considerable number of Alberta classrooms participated in Project Canada, a classroom twinning program which pairs Ontario classrooms with classrooms in other provinces. Other Alberta classrooms were twinned with classrooms in the province of Quebec.

Teacher exchanges were arranged with the United Kingdom, the United States, Australia, Ontario and Quebec. Non-financial assistance was provied to Alberta teachers who wished to participated in European Summer Seminars for Educators.

During this period, this branch assumed responsibility for educational exchange activity with Hokkaido in Japan, Kangwon-Do in South Korea, and Heilongjiang in the Peoples' Republic of China, three Asian provinces with whom Alberta has special relationships. The major exchange activity during this period was in school twinnings. Eight Alberta schools had a twinning relationship with schools in Hokkaido, three with schools in Kangwon-Do, and one with Heilongjiang.

Community Schools

This program functions through the cooperation of four government departments to develop coordinated initiatives in community schools and community education. Its major thrust is to implement the Alberta Community School Program which encourages the development of community schools in receptive Alberta communities. In 1984-85 there were 59 designated community schools in Alberta.

School Food Services

School Food Services is responsible for the provision of up to 3,500 lunches each school day in 30 communities throughout northern Alberta. These lunches provide from one-third to one-half of the students' daily nutritional requirements.

Each community's lunch program is jointly administered by School Food Services and a local incorporated society from the client community.

During 1984-85 over 500,000 lunches were provided and 63 part-time kitchen staff worked 59,000 hours.

As part of the program, 29 part-time bookkeepers were employed to distribute and record the funds and 170 locally elected and non-remunerated board members were involved in the administration of the overall program.

Division of Finance and Administration

Report of the Assistant Deputy Minister

The Assistant Deputy Minister, Finance and Administration, provides leadership and direction for activities and services related to finance and administration in support of Alberta Education programs.

These support services include the financial administration of an operational and capital budget, including grants to school systems (in excess of $1 billion), and the general management and administration of Financial and Administrative Services, School Business Administration Services, School Buildings Services, Personnel Administration Services, and the School Book Branch.

During the period 1984-85, the division provided strong leadership and direction in the implementation of the Management and Finance Plan (MFP). One of the basic goals of MFP is to reduce the administrative complexity and work required by local school jurisdictions to access provincial funds. In this regard, the division played a major role in the simplification of the funding structures and process. In particular, a simplified grant claim and payment process was designed and implemented, certain functional responsibilities, such as the approval of selected programs, were decentralized to the Regional Offices of Education and the School Foundation Program Fund Regulation and the School Buildings Regulation were reduced and simplified.

One of the more significant changes under MFP in terms of simplification was the development of a new equity grant which combined the funding previously allocated for a number of grants such as the Supplementary Requisition Equalization Grant. The new grant was designed to equalize the fiscal capacities of school jurisdictions throughout the province and to compensate for factors (beyond the control of school boards) creating inequities between jurisdictions. The new equity grant distributes funds on the basis of fiscal capacity (comparative tax base), remoteness in terms of distance from a major centre, and sparsity of pupil population.

The major emphasis of MFP, which is a policy-driven management system, is placed on results rather than inputs. The emphasis on results was achieved, in part, through the division's involvement in the development and implementation of procedures for monitoring, evaluating and reporting educational results. The division was responsible for the development and preparation of the School Grants Manual in addition to contributing to the development of the Program Policy Manual. Another major initiative of the division in this regard was the Change in School Fiscal Year Project. The first phase of the project concluded that the financial and operational (program) years be combined in order that all planning, budgeting, evaluating and reporting be done on the basis of a single year.

The changes resulting from the implementation of MFP required changes to the department's internal management systems and controls. In response to these changes, the division played a major role in the development and implementation of policies and guidelines for the decentralization of performance certification and expenditure officer functions, and for grants management standards and systems. The changes relating to MFP were accompanied by a government initiative to decentralize financial accounting systems to individual departments. The division coordinated and managed the initial planning, development and piloting of changes in the department's accounts payable functions.

During the period, the division continued with the implementation and management of the 1984-88 school capital plan. Additionally, the division was involved in the identification and assessment of school facility needs and was involved in the development and completion of various projects such as: Bus or Build Model, Excess School Space Study, School Facility Evaluation Instrument, Small School/Large School Comparative Analysis, Wind-Energy Powered School Project and Light-Color Study.

The division also provided a wide-range of services during the year relating to the administration and management of educational programs. In particular, the division conducted, or participated in, school system central office reviews, transportation reviews and studies, reviews or studies of electoral boundaries, and financial reviews or audits of private schools and special needs programs. The division was represented on the Interdepartmental Committee reviewing the County Act and was involved in the arbitration of disputes on various local matters.

The division, which performs primarily a support role, was involved in the development and initiation of a major review of library services within the department, and was involved in concluding the review on teachers' pensions with a model pension plan being presented to government for consideration. Organizationally, the division centralized the department's mail/messengering services, effected organizational and structural changes in the area of office automation, upgraded the operations of the School Book Branch in terms of computerization and authority relating to pricing and discounts, developed a staff resource management plan, and developed policies, guidelines and procedures relating to personnel administration such as staff development leave.

School Business Administration Services

Report of the Director

The branch provides diverse services, relating to administration and management programs and procedures, to educational groups and government departments. The services include monitoring administrative and fiscal activities of school boards, assisting in the development of statutes, regulations and policies of the department with respect to the financial administrative practices of school jurisdictions, maintaining effective working relationships with school boards and providing them with advice and counselling in fiscal and administrative matters.

The director provides general management and direction to the branch and coordinates the activities of the field administrative officers and the internal administrative staff. In terms of field activities, the director is involved in the implementation of regulations and policies relative to capital and operational financing, in the processing of boundary changes and establishment of school districts and in the arbitration of disputes on various financial, legal and administrative matters as requested by the department or the Minister.

During 1984-85, the branch was represented on the Interdepartmental Committee reviewing the County Act. Branch staff also monitored and examined the budgets and financial statements of local school authorities, including the financial operations of private schools and Early Childhood Services operators. In other activities with local school authorities across the province, agreements, debentures and short-term capital loans were processed and approved.

School system central office reviews were conducted, as were transportation reviews and studies, reviews and studies of electoral boundaries in several zones, reviews of the financial operations of Category II private schools, and audits of a number of special needs programs.

Branch staff were actively involved in the implementation of the department's Management and Finance Plan.

Providing advice and assistance on a variety of school business topics was a major branch activity during the reporting period. These activities included work with local school authorities on matters relating to budgets, financial planning, capital projects, and local administrative policy development. Advice and assistance were also provided to local school authorities, educational groups and the general public in the interpretation and application of provincial statutes, regulations and orders governing the financial and administrative operations of local authorities.

School Building Services

Report of the Director

School Buildings Services provides planning and financial assistance in the construction, modernization and restoration of school facilities, and administers the School Buildings Act, the School Buildings Regulation and Funding Order, the Tendering Regulation and related programs.

During the period April 1, 1984 to March 31, 1985, 244 new construction items, 602 modernization items and 1,578 Building Quality Restoration Program (B.Q.R.P.) items were reviewed and processed. The branch inspected 1,462 new construction, modernization and building restoration projects.

Staff members participated in many meetings with various groups and school boards to discuss administrative and capital program planning and procedures. The branch was involved in six school evaluations in co-operation with regional offices. The School Buildings Regulation 1984 and School Buildings Funding Order 1984 were developed, approved and sent out to school boards. A School Capital Policies, Regulation and Guidelines manual was commenced.

Numerous technical reports on schools were provided to respective school boards to help them in their planning.

As part of the Project Space Program, new school floor plans were drawn and existing plans were updated on an ongoing basis. Up-to-date sets were made available.

The branch participated in several other departmental facility related studies including: School Facility Evaluation Methodology, Small School/Large School Comparative Analysis, Excess School Space Analysis and Joint Occupancy and Sharing Facilities Proposal.

The branch also administered an Energy Conservation Program and implemented energy conservation projects in 90 school jurisdictions across the province.

Plaques and/or coats of arms and flags were distributed to 42 official school opening ceremonies. In many cases the department was represented by branch staff.

Staff members were instrumental in planning and making presentation on school facilities to the Council of Educational Facility Planners International, Regional and Chapter Conferences.

Financial and Administrative Services

Report of the Director

The director of this branch is responsible for developing, coordinating and implementing operational policies and procedures related to financial planning, financial operations, administration support and library services. This is done to ensure compliance with government and department regulations, policies, guidelines and procedures.

In addition to the management of the four sections of the branch, the director was extensively involved in the development and implementation of the new Management and Finance Plan (MFP). Information sessions were organized for school business officials and inservice sessions held in the regional offices. During the year preliminary discussions were held to consider the fiscal year change for school boards.

An important activity during the year was the establishment of a unit to coordinate grants and management of standards and systems. Reporting to the director, this initiative was a response to the need for increased internal control as a result of the broadened base of financial and accounting responsibility within the department under MFP. The activities performed by this unit include a review of accounting practices and procedures in the five regional offices.

The report of the branch's activities during the period of 1984-85 is divided into four areas of responsibility.

Financial Planning

The financial planning section determines the financial implications of policies, coordinates the development of the department budget to support these policies, and manages systems to allocate and control funds budgeted for school grants.

In the 1984-85 year the section processed grant payments totalling $1.3 billion to school boards, private schools and private operators of early childhood services programs. In support of the implementation of the Management and Finance Plan, a School Grants Manual was developed to replace detailed regulations and to improve grant information available to school officials responsible for obtaining provincial funds. Grants management standards were developed to support new responsibilities of regional offices for special needs programs under the MFP. Systems for processing and recording grants and grant-related data were revised under the MFP.

The section coordinated the development of the 1985-86 department budget incorporating funding re-allocations under the MFP.

The section acquired its first micro-computer and developed a capability to do financial and statistical modelling to assist the development of grants policy. The section used this capability to develop a new equity grant to compensate school jurisdictions for low fiscal capacity and the cost disadvantages of a sparse student population and long distances to major suppy centres.

Finance Operations

Finance Operations provide broad and coordinated financial operations to all branches and program areas of the department, ensuring that accounting structures and internal controls are in accordance with prescribed government standards.

Because of the proposed computer system conversion from the present AFIS (Alberta Financial Information Systems) to MSA (Management Science of America), the Finance Operations unit participated in the initial and preliminary preparation and exposure to MSA software packages. The conversion to DFS/CFS (Departmental Finance System/Central Finance System) will provide necessary information for centralized payment processing and reporting while facilitating management and transaction reporting within the department.

The initial steps for conversion to CFS/DFS from AFIS began in the fall of 1984.

In the 1984-85 year the Central Mail unit installed electronic weigh scales, an electronic accounting system, and a remote meter filling setting system. This initiative resulted in a 10 per cent saving of departmental postage costs.

Administrative Support Services

The Administrative Support Services section is made up of three units: Accommodation Services, Central Support Services, and Records Services. In 1984-85, the Accommodation Services unit coordinated and administered the following major projects:

- relocation of the Edmonton Regional Office;
- establishment of the Edmonton Study Centre;
- relocation of the Computer Technology Section;
- expansion of the Marking Centre;
- expansion of the Calgary Regional Office;
- expansion of the Grande Prairie Regional Office; and
- temporary accommodation for the Native Education Project unit.

Central Support Services provides departmental courier, messenger services, high volume reprographic services, convenience photocopier acquisition coordination services, office equipment repair/maintenance coordination services, emergency stationery supply and ordering services, distribution and warehousing of publication services. In addition to those ongoing services, the unit enhanced internal management of publications warehousing and distribution implementing a manual inventory control system.

Records Services is responsible for the planning, implementation, maintenance and evaluation of Alberta Education's records management program. This includes file classification systems, records scheduling and disposal, micrographics and essential records. In 1984-85, the unit realized savings to Alberta Education of $63,953 through the:

- transfer of 682 cubic feet of records to the Alberta Records Centre;
- transfer of 23 cubic feet of records to the provincial archives, and
- destruction of 549 cubic feet of record and non-record material.

The unit also generated revenues of $1,081 by providing school histories pupil/teacher lists, and proof of age/name documents to the public.

School Book Branch

Library Services

Library Services plays a major role in the department in the acquisition, organization and distribution of information resources and services to the department, including the identification of departmental needs and requirements. The section also coordinates, manages and monitors the utilization of EDP technology in the acquisition, organization and distribution of information, and develops, maintains and accesses a wide-range of information databases for the department.

To improve access to departmental information by departmental staff, stakeholders groups and educational institutions, Library Services initiated adding the 13,000 books and monographs located in the Alberta Correspondence School Library. This has been accomplished through the continued development of the departmental database on the national information network system (UTLAS). The database now holds 65,000 bibliographic records.

COMfiche catalogues, listing the locations of the resources, were produced semi-annually. The Alberta Education archival collection containing departmental publications from 1901, and the diploma exams were catalogued, microfilmed and added to the UTLAS database.

During this period an inhouse database of curriculum resources evaluated by the department was established containing the order information and final evaluation status. Copies of curriculum resources that were authorized were catalogued, added to UTLAS and the resources located in regional offices for the use by consultants for teacher inservices and/or previewing by teachers.

To assist the department in acquiring information on educational research, curriculum development, statistical, legal, management and computer technology, both manual resources and online database sources were acquired.

Report of the Director

The purpose of the School Book Branch is to provide an economical source of departmentally-approved educational learning resources to approved Alberta schools, provide an economical source of educational and other supplies and services to technical and other post-secondary institutions, provide special-order services as required and serve as an economic outlet of other governmental services.

Net sales for the 1984-85 period were $18,597,373 which was an increase of $567,814 or 3.2 per cent. Additionally, the School Book Branch experienced approximately a six per cent increase in the price of learning resources purchased, which in turn was reflected in net sales. A breakdown of sales indicated: $10,543,588 for basic learning resources, $3,282,345 for recommended resources, $582,920 for special orders, $266,862 for microcomputers and software, $23,374 for supplies and $3,898,284 for the NAIT and SAIT bookstores. As part of the purchasing of basic learning resources by school jurisdictions, the School Book Branch administered a basic learning resources acquisition subsidy grant in the amount of $2,635,897.

An inbound fiscal year transportation contract was awarded for approximately 990 tons of educational materials which were shipped mostly from eastern Canada. During the fiscal year, the School Book Branch increased its shipping efficiency by reducing outbound carriers from about 180 to 30.

The branch completed 24 major special distributions on behalf of the Minister, Alberta Education and other government departments. These distributions consisted of materials such as diploma examinations, achievement tests, Students Finance Board applications, and Manpower career documents.

The 1984-85 Annual Price List and Order Form was improved so that teachers and other customers were provided more information. Additionally, the branch established a policy whereby the basic 15 per cent discount was provided only to educational institutions and staff within the province of Alberta that offer Early Childhood Services to Grade 12 programs. The SAIT bookstore customer services were enhanced as a result of moving to an improved facility.

Personnel Administration Services

Report of the Director

The Personnel Administration Services branch advises in the interpretation of personnel policies and programs for the staffing, utilization and treatment of all Alberta Education staff. The branch also offers service to department staff in matters involving the application and interpretation of regulations and the application of the collective agreements.

For the reporting period of 1984-85, 61 competitions were conducted, job classification reviews numbered 204 positions and 3 grievances were submitted. All grievances were resolved prior to reaching Level III of the grievance procedure process. Four two-day supervisory training workshops were conducted together with a one-day training session on recruitment and selection policies and processes.

A Staff Resource Management discussion paper was presented to all levels of department managers for their comments, suggestions and revision. It is anticipated that this document, when approved, could provide a framework for the implementation of initiatives designed to assist staff in meeting the mission and goals of the department.

The biennial evaluation report of the department's Occupational Health and Safety Program revealed satisfactory performance in nine of the 11 program components. Seventy-five per cent of the recommendations made in that report were acted upon.

Division of Planning and Evaluation

Report of the Assistant Deputy Minister

The Division of Planning and Evaluation is made up of three major areas: Planning Services, Student Evaluation, and Computer Systems and Data Base Management. The Assistant Deputy Minister is responsible for their general supervision and participates in all policy development activities of the department.

On December 31, 1984, the responsibility for Professions and Occupations was transferred from the Minister of Education to the Solicitor General. As a consequence, the duty of supervising the administration of related activities was deleted from the responsibility of the Assistant Deputy Minister.

In addition to the above noted responsibilities, the Assistant Deputy Minister served the Canadian Education Association as a member of the board of directors, the executive of the board of directors and a steering committee for a study of converting the Canadian Education Index to an on-line data base. He chaired the Elementary/Secondary Committee of the Council of Ministers of Education, Canada and served on the federal/provincial working group initiated by the Council. In addition he was the vice-chairman of the board of directors of the Agency for Instructional Television.

During the 1984-85 period the Assistant Deputy Minister was especially involved in these activities:

- completing the work of the County Act Review Committee and assessing the response of county councils and boards of education to the report of the committee;
- developing a proposed revision to the government Policy Governing Professions and Occupations and assessing the reaction of many professional organizations to the proposal;
- drafting legislation and related regulations with respect to a number of professions and occupations;
- participating in the review of secondary education and the School Act Review;
- initiating a proposal for the Council on Alberta Teaching Standards;
- advising the Deputy Minister and the Minister with respect to activities of the Council of Ministers of Education, Canada.

In addition to continuing with the development, marking and analysis of achievement tests and diploma examinations, the Student Evaluation branch commenced the development of a diagnostic teaching program in elementary reading. This program is potentially a significant contributor to teachers' knowledge of the reading skills of individual students and of instructional strategies to deal with reading deficiencies.

The Planning Services branch played a significant role in a number of departmental activities, the most noteworthy of which was its role in the development and implementation of the Management and Finance Plan, a major achievement of Alberta Education.

Planning Services

Report of the Director

The Planning Services branch provides a broad range of services essential in supporting educational initiatives which are undertaken in response to and in anticipation of the rapidly changing and complex needs of Alberta students. These services span four major areas: planning, policy analysis and development, program evaluation and corporate information systems.

The branch also provides leadership in managing and evaluating innovative educational projects consistent with departmental priorities. Each year, the branch provides grants to school jurisdictions, educational institutions or individuals for conducting projects designed to assess the benefits and learning experiences which students derive from educational activities. The information collected from these studies provides a basis for determining how current educational practices, programs and policies can be revised or renewed to provide enhanced learning outcomes for students.

Planning

The branch identified and monitored local, provincial, national and international trends, and emerging conditions which affect the provision of education to students. Updates and briefing materials on current and anticipated issues were prepared for department managers.

Staff also continued to develop action plans for allocating resources to achieve educational goals and objectives and assisted in setting departmental priorities.

Policy Analysis and Development

The branch analyzed, refined, and developed a significant number of departmental policies to streamline and enhance the management and delivery of educational programs. The policies encourage an education system based on shared responsibility by all participants and enable school boards to make more effective and efficient use of available funds.

The branch revised the Program Policy Manual and extended its coverage of departmental policies; refined policies on community schools, equity, home schooling, school libraries and basic instruction; developed policies for an off-campus vocational education, and for the department's involvement in the 1988 Winter Olympics; assisted in developing a policy on independent school jurisdictions, and one on locally developed courses in religious studies; and developed a position paper on the Teacher Salary Qualifications Board.

Staff also participated in assessing the policy implications for evaluations of the Wetaskiwin School System and the Leduc County Academic Occupational Program.

The branch assisted the Program Delivery Division to develop, test, and implement a policy/program monitoring system for special needs programs.

Planning Services and the Personnel Administration Services branch developed the policy for Staff Resource Management, the action plan for implementation; conducted a needs analysis; developed and implemented an inservice program in specific areas; developed the software necessary for effectively managing the Staff Resource Management Program.

Finally the branch assisted in monitoring the implementation of the Management and Finance Plan (MFP), and in conducting workshops and developing materials for enhancing the ability of Alberta Education staff to undertake innovative initiatives in accordance with the goals of MFP.

Program Evaluation

The 1984-85 departmental priorities for conducting projects directed towards enhancing the quality of education for students were: (1) teaching effectiveness, (2) the implementation of evaluation policies, (3) the management of education, and (4) programs for special needs students. Staff assisted in designing and conducting a number of studies to assess the effectiveness and efficiency of provincial and local programs, educational practices in districts, schools, and classrooms, and the use of available technological resources.

Twenty-three studies and related evaluation reports were completed.

Staff conducted a study of teacher evaluation procedures in secondary schools. Private school education was examined, as well as the role of school principals, parent participation in public education, and federal intervention in provincial education.

Evaluations of programs included: a study of early school leavers, programs for severely handicapped, and sight-impaired pupils, early childhood education, the Leduc Academic Occupational Program and school community entry skills.

Corporate Information Systems

Staff continued to provide support services to the department with respect to office automation and the interpretation and provision of information.

The branch provided training and assistance for departmental staff using microcomputers and took an active role in the planning, administering and enhancing of office automation systems.

Staff responded to a broad range of information requests which included interpreting and providing enrolment statistics for external agencies.

Communications

Planning Services maintained effective working relationships with school systems and educational associations. The branch developed a framework and began implementing guidelines and procedures for enhancing the communication of findings from the educational studies conducted.

Student Evaluation

Report of the Director

The Student Evaluation branch administers the Grade 12 provincial diploma examinations program, the achievement testing program, and the awarding of High School Equivalency Diplomas.

In 1984-85, the branch developed and administered diploma examinations in English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30. The examinations in Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30 were also available in French translation on request. The examinations were administered in January and June in most high schools in the province.

Number of Students Who Wrote Diploma Examinations:

	June 1984	January 1985
English 30	11,717	7,986
English 33	5,943	4,308
Social Studies 30	9,444	7,760
Mathematics 30	8,696	7,954
Biology 30	7,623	6,230
Chemistry 30	7,729	5,955
Physics 30	4,706	2,962

In June 1984 the branch administered achievement tests in Grade 3 Social Studies, in Grade 6 Language Arts, and in Grade 9 Mathematics. The tests were written by all students enrolled in these programs across the province.

The branch administered the General Education Development (GED) tests to adults who had not completed a formal high school education but who wished to obtain a High School Equivalency Diploma. The GED tests were administered four times during the reporting period.

Preparation of diagnostic evaluation materials, begun in January 1984, continued during the reporting period. Under this program, diagnostic materials will be made available through the School Book Branch to elementary classroom teachers for use during regular classroom instruction. This program has focused on reading in Grades 1 to 6.

Computer Systems and Data Base Management

Report of the Director

The Computer Systems and Data Base Management branch provides data processing services, maintenance of student and teacher records, and analysis of student and teacher populations.

During the period 1984-85, the branch maintained academic records for all students registered in high school courses across the province and the work assignment records of system personnel who held teaching certificates for ECS to Grade 12.

The branch issued 23,069 high school diplomas and 122,256 transcripts of high school records.

Computer systems for student records and student evaluations were modified and enhanced. A major system was developed for the Alberta Correspondence School to process student records. A significant number of changes were made to existing systems. They were primarily to accommodate the changes in policy required to implement the Management Finance Plan and other financial systems. Several small systems were developed for processing GED exams, universities' lists of teachers for teaching certificates, transportation grants and enrolment data. Two hundred ad hoc requests for unplanned reports were processed.

The growth in use of microcomputers brought increased consulting in the acquiring and use of microcomputers. The transfer of Audited Financial Statement data from mainframe computers to microcomputers was successfully done. A microcomputer system to process school marks and forward results to the department was successfully implemented in 80 schools.

TABLE A

Enrolment in Academic Subjects (High School Grades) 1984-85

Subject	No. of Schools	Male	Female	Total	Subject	No. of Schools	Male	Female	Total
Accounting 10	272	5 828	7 766	13 594	Computer Processing 30	62	890	409	1 299
Accounting 20	246	2 751	4 177	6 928	Computing Science 30	28	356	174	530
Accounting 30	178	903	1 766	2 669	Cont Western Phil 20	2	14	16	30
Ad Business Prac 35A	4	8	65	73	Cree 15	5	42	31	73
Ad Business Prac 35B	2	4	11	15	Cree 25	2	5	8	13
Aeroscience 25	1	27		27	Cree 35	2	4	3	7
Aeroscience 35	1	7		7	Cult & Phy Anthro 30	20	175	222	397
Agriculture 10	12	147	47	194	Cultural Studies 15	1	9	3	12
Applied Sociology 30	45	808	1 126	1 934	Cultural Studies 25	1	1	1	2
Art 10	198	3 413	3 466	6 879	Data Processing 20	16	415	329	744
Art 20	164	1 271	1 373	2 644	Deaf Studies 35	1	8	7	15
Art 21	29	163	246	409	Dictatyping 20	4	1	49	50
Art 30	137	682	781	1 463	Drama 10	139	1 545	2 667	4 212
Art 31	28	95	128	223	Drama 20	114	635	1 151	1 786
Ballet 15	2	1	5	6	Drama 30	86	300	556	856
Ballet 25	1		2	2	Driver Education 10	109	1 627	1 469	3 096
Basic Business 10	7	40	52	92	EC for Consumers 20	51	712	587	1 299
Basic Business 20	60	790	903	1 693	Electronic Music 15	1	24	4	28
Basic Business 30	26	181	247	428	English 10	332	11 102	12 616	23 718
Biology 10	333	12 355	14 120	26 475	English 13	287	7 230	4 676	11 906
Biology 15 I.B.	4	88	68	156	English 20	319	9 190	10 951	20 141
Biology 20	317	8 741	11 107	19 848	English 23	282	7 031	4 889	11 920
Biology 25 I.B.	2	16	29	45	English 30	319	10 479	12 120	22 599
Biology 30	303	6 276	9 671	15 947	English 33	282	6 516	5 049	11 565
Bus Procedures 20	15	39	203	242	English 35 I.B.	2	28	26	54
Business Calculations 20	10	95	143	238	Exper Psych 30	26	276	495	771
Bus Communication 20	8	56	159	215	Food Studies 10	208	2 803	4 355	7 158
Business Education 10	63	701	754	1 455	Food Studies 20	169	984	1 963	2 947
Business Education 20	21	62	123	185	Food Studies 30	108	291	880	1 171
Business Education 30	18	65	164	229	French 10	218	2 659	4 252	6 911
Business Foundns 10	37	651	750	1 401	French 10N (9 year)	27	285	587	872
Business Foundns 30	11	68	202	270	French 10S (6 year)	38	576	1 023	1 599
Business Machines 22	5	35	39	74	French 11	39	593	1 027	1 620
Business Machines 30	4	3	46	49	French 20	199	1 454	3 005	4 459
Canadian History 20	20	217	171	388	French 20N (9 year)	15	149	243	392
Chemistry 10	322	12 763	13 087	25 850	French 20S (6 year)	24	307	563	870
Chemistry 20	305	9 761	9 925	19 686	French 21	35	228	505	733
Chemistry 25 I.B.	6	76	65	141	French 30	194	1 182	2 732	3 914
Chemistry 30	294	7 620	7 807	15 427	French 30N (9 year)	7	30	85	115
Chemistry 35 I.B.	2	44	19	63	French 30S (6 year)	15	88	177	265
Clothing & Textls 20	108	2	804	806	French 31	40	117	307	424
Clothing & Textls 30	77	1	411	412	French 35 I.B.	1		1	1
Communications 10	8	94	80	174	General Business 15	3	7	6	13
Communications 21A	76	966	1 175	2 141	General Psych 20	164	2 727	4 070	6 797
Communications 21B	48	647	886	1 533	General Sociol 20	150	2 116	2 614	4 730
Comparative Gov't 20	6	98	64	162	German 10	50	566	719	1 285
Computer Literacy 10	78	1 253	1 011	2 264	German 20	41	294	405	699
Computer Literacy 25	2	5		5	German 30	41	166	312	478
Computer Processing 10	222	6 950	5 856	12 806	German 31	2	1	2	3
Computer Processing 20	158	3 402	2 242	5 644	Health & P D 10	30	416	552	968

TABLE A

Enrolment in Academic Subjects (High School Grades) 1984-85

Subject	No. of Schools	Male	Female	Total
Hebrew 15	2	8	5	13
Hebrew 25	1	3	2	5
Hebrew 35	1	3	3	6
Hungarian 15	2	5	8	13
Hungarian 25	1	5	6	11
Hungarian 35	1	1		1
Int Politics 30	15	191	163	354
Intro to Mod Lang 15	2	11	41	52
Italian 15	6	60	100	160
Italian 25	6	38	53	91
Italian 35	6	25	47	72
Langue Et Lit 10	14	173	235	408
Langue Et Lit 20	14	98	159	257
Langue Et Lit 30	11	79	96	175
Latin 10	7	71	70	141
Latin 20	4	25	25	50
Latin 30	5	9	13	22
Law 20	203	3 257	3 532	6 789
Law 30	124	1 275	1 405	2 680
Literature 21A	62	447	661	1 108
Literature 21B	34	335	348	683
Local & Can Geog 20	81	1 234	770	2 004
Macro-Economics 30	33	307	247	554
Marketing 20	47	439	489	928
Marketing 30	22	113	133	246
Mathematics 10	339	10 313	10 568	20 881
Mathematics 13	242	6 470	5 503	11 973
Mathematics 15	264	3 324	3 298	6 622
Mathematics 20	319	8 665	8 682	17 347
Mathematics 23	223	5 349	4 761	10 110
Mathematics 25	184	1 279	1 272	2 551
Mathematics 30	305	10 073	9 289	19 362
Mathematics 31	183	3 084	1 683	4 767
Mathematics 33	197	4 126	3 840	7 966
Micro-Economics 30	28	221	200	421
Music 10	72	283	796	1 079
Music 11	160	1 237	1 629	2 866
Music 12	24	121	109	230
Music 15	14	136	161	297
Music 20	54	106	382	488
Music 21	138	794	946	1 740
Music 25	16	84	89	173
Music 30	46	53	213	266
Music 31	116	417	484	901
Music 35	14	76	60	136
Occupations 10	81	1 336	1 224	2 560
Office Procedures 20	57	72	833	905
Office Procedures 30	64	23	903	926
Outdoor Living 15	6	62	12	74
Personal Living Skills 10	58	260	756	1 016
Personal Living Skills 20	36	110	522	632
Personal Living Skills 30	43	339	706	1 045
Personal Psych 20	127	2 258	3 425	5 683
Persp For Living 15	16	194	220	414
Phil of Man 30	9	51	86	137
Physical Ed 10	345	15 939	15 397	31 336
Physical Ed 20	317	7 968	4 759	12 727
Physical Ed 30	268	4 147	2 261	6 408
Physics 10	292	9 467	6 079	15 546
Physics 20	271	7 399	4 101	11 500
Physics 22	4	55	3	58
Physics 25 I.B.	1	12	4	16
Physics 30	246	5 996	2 602	8 598
Physics 32	2	12	6	18
Physics 35 I.B.	1	18	5	23
Pol Thinking 20	2	5	7	12
Practical Arts 15A	6	310	104	414
Practical Arts 15B	4	116	17	133
Reading 10	130	1 750	1 367	3 117
Recordkeeping 10	55	423	834	1 257
Rel Meanings 20	11	119	124	243
Religious Ethics 20	11	104	119	223
Religious Studies 15	60	2 883	2 832	5 715
Religious Studies 25	50	2 199	2 232	4 431
Religious Studies 35	40	1 168	1 237	2 405
Science 11	242	4 455	3 554	8 009
Science 25	14	230	155	385
Science 35	1	19	11	30
Shorthand 20	55	81	928	1 009
Shorthand 30	18	2	167	169
Shorthand 31	14	4	131	135
Soc Institutions 20	48	701	786	1 487
Social Studies 10	348	17 208	16 760	33 968
Social Studies 20	323	11 963	12 029	23 992
Social Studies 30	313	9 372	10 377	19 749
Spanish 10	6	40	55	95
Spanish 14	1	3	26	29
Spanish 20	3	9	27	36
Spanish 24	1	2	10	12
Spanish 30	1	1	2	3
Spanish 34	1	2	5	7
Theory of Know 35 I.B.	6	43	34	77
Typewriting 10	325	10 206	14 547	24 753
Typewriting 20	284	1 029	5 964	6 993
Typewriting 30	247	172	3 136	3 308
Ukrainian 10	13	43	88	131
Ukrainian 10S (6 year)	2	13	22	35
Ukrainian 20	12	42	79	121
Ukrainian 20S (6 year)	1	14	16	30
Ukrainian 30	12	53	72	125

TABLE A

Enrolment in Academic Subjects
(High School Grades) 1984-85

Subject	No. of Schools	Male	Female	Total	Subject	No. of Schools	Male	Female	Total
Ukrainian 30S (6 year)	1	9	5	14	World Geography 30	50	626	371	997
Western Can Hist 20	39	436	325	761	World History 30	25	352	277	629
Word Processing 30	23	27	248	275	World Religions 30	19	193	230	423

TABLE B

Enrolment in Vocational Subjects (High School Grades) 1984-85

Subject	No. of Schools	Male	Female	Total	Subject	No. of Schools	Male	Female	Total
Aircraft Maint 25A	1	12		12	Build Construct 12	45	1 433	57	1 490
Aircraft Maint 25B	1	11		11	Build Construct 15	11	110	4	114
Aircraft Maint 25C	1	11		11	Build Construct 22A	44	555	4	559
Aircraft Maint 35A	1	11		11	Build Construct 22B	35	455	3	458
Aircraft Maint 35B	1	11		11	Build Construct 22C	36	376	2	378
Aircraft Maint 35C	1	9		9	Build Construct 25	4	28	1	29
Arts 10	4	19	33	52	Build Construct 32A	39	341	1	342
Auto Body 12	15	360	11	371	Build Construct 32B	38	358		358
Auto Body 22A	14	223	4	227	Build Construct 32C	33	229		229
Auto Body 22B	13	204	4	208	Build Construct 35	1	7		7
Auto Body 22C	11	116	2	118	Building Operations 15	3	84		84
Auto Body 32A	13	167		167	Building Operations 25	2	13	3	16
Auto Body 32B	12	163		163	Building Operations 35	1	8		8
Auto Body 32C	12	138		138	Carpentry 15	3	23		23
Auto Parts Merchg 15	2	36	1	37	Carpentry 25	1	10		10
Auto Parts Merchg 25	1	5	2	7	Carpentry 35	1	5		5
Automotive Services 16	1	21	1	22	Clothing & Textls 10	145	66	2 127	2 193
Automotive Services 26	1	4		4	Commercial Art 15	10	137	113	250
Automotives 15	7	139	8	147	Commercial Art 25A	10	92	75	167
Automotives 22A	53	1 243	27	1 270	Commercial Art 25B	10	53	57	110
Automotives 22B	47	1 152	26	1 178	Commercial Art 25C	8	35	48	83
Automotives 22C	41	736	19	755	Commercial Art 35A	8	61	65	126
Automotives 25	4	50		50	Commercial Art 35B	8	43	47	90
Automotives 32A	45	749	20	769	Commercial Art 35C	7	35	39	74
Automotives 32B	46	744	19	763	Drafting 10	41	844	178	1 022
Automotives 32C	40	534	9	543	Drafting 12	44	1 613	317	1 930
Beauty Culture 12	46	18	1 617	1 635	Drafting 20	24	212	30	242
Beauty Culture 16	2		37	37	Drafting 22A	33	328	28	356
Beauty Culture 22A	43	15	941	956	Drafting 22B	34	522	71	593
Beauty Culture 22B	44	17	726	743	Drafting 22C	13	53	2	55
Beauty Culture 22C	42	13	631	644	Drafting 25	1	8		8
Beauty Culture 32A	40	8	564	572	Drafting 32A	29	151	12	163
Beauty Culture 32B	40	4	514	518	Drafting 32B	32	330	53	383
Beauty Culture 32C	41	1	503	504	Drafting 32C	14	58	6	62
Beauty Culture 32D	35		385	385	Drafting 34	4	40	4	44

TABLE B

Enrolment in Vocational Subjects (High School Grades) 1984-85

Subject	No. of Schools	Male	Female	Total
Elect-Electronics 12	35	1 201	25	1 226
Electricity 22A	18	252	3	255
Electricity 22B	11	116	2	118
Electricity 22C	5	33		33
Electricity 32A	9	50		50
Electricity 32B	11	57		57
Electricity 32C	9	46		46
Electronics 22A	14	169	5	174
Electronics 22B	17	188	2	190
Electronics 22C	16	123	2	125
Electronics 32A	15	111	2	113
Electronics 32B	15	113	2	115
Electronics 32C	16	79	3	82
Fabric Care Tech 15	1	22	9	31
Fabric Care Tech 25	1	5	9	14
Fabric Care Tech 35	1	3	2	5
Fashion & Design 35	2		8	8
Fashion & Furn 15	4		62	62
Fashion & Furn 25A	3		20	20
Fashion & Furn 25B	3		20	20
Fashion & Furn 25C	1		1	1
Fashion & Furn 35A	2		5	5
Fashion & Furn 35B	2		5	5
Fashions & Design 15	3	2	26	28
Fashions & Design 25	1	1	17	18
Food Preparation 12	18	408	237	645
Food Preparation 16	1	15	4	19
Food Preparation 22A	15	140	62	202
Food Preparation 22B	13	140	51	191
Food Preparation 22C	13	121	46	167
Food Preparation 26	1	8	1	9
Food Preparation 32A	13	90	37	127
Food Preparation 32B	12	75	37	112
Food Preparation 32C	11	63	30	93
Food Preparation 32D	8	44	33	77
Forestry 15	2	23	6	29
General Business 16	1	8	15	23
Graphic Arts 16	1	7	6	13
Graphic Arts 22A	7	61	16	77
Graphic Arts 22B	7	50	13	63
Graphic Arts 22C	4	15	2	17
Graphic Arts 32A	5	32	15	47
Graphic Arts 32B	5	29	15	44
Graphic Arts 32C	3	13	6	19
Health Services 12	16	62	311	373
Health Services 16	1	2	17	19
Health Services 22	13	20	180	200
Health Services 26	1	1	6	7
Health Services 32A	11	12	109	121
Health Services 32B	10	11	99	110
Horticulture 12	10	66	60	126
Horticulture 16	1	11	8	19
Horticulture 22A	6	23	22	45
Horticulture 22B	5	14	12	26
Horticulture 22C	3	4	3	7
Horticulture 26	1	1	1	2
Horticulture 32A	4	12	7	19
Horticulture 32B	3	12	4	16
Horticulture 32C	2	7	4	11
Hvy Duty Equip Op 15	1	11	2	13
Hvy Duty Equip Op 25	1	7		7
Industrial Ed 10A	197	4 725	1 098	5 823
Industrial Ed 10B	85	1 391	374	1 765
Industrial Ed 20A	169	2 428	311	2 739
Industrial Ed 20B	55	627	73	700
Industrial Ed 30A	140	1 129	97	1 226
Industrial Ed 30B	32	220	14	234
Machine Shop 12	17	412	9	421
Machine Shop 22A	18	167	2	169
Machine Shop 22B	17	130		130
Machine Shop 22C	12	58		58
Machine Shop 32A	15	92	1	93
Machine Shop 32B	15	77		77
Machine Shop 32C	13	46		46
Mechanics 12	72	3 245	263	3 508
Performing Arts 15	10	87	130	217
Performing Arts 25A	5	7	33	40
Performing Arts 25B	2	2	4	6
Performing Arts 25C	2	5	3	8
Performing Arts 35A	4	8	18	26
Performing Arts 35B	3	5	10	15
Performing Arts 35C	2	3	6	9
Photography 15	3	57	38	95
Photography 25	1	6	3	9
Piping 12	5	119	3	122
Piping 22A	7	62	1	63
Piping 22B	5	59		59
Piping 22C	3	25		25
Piping 32A	5	29		29
Piping 32B	5	39		39
Piping 32C	5	39		39
Practical Arts 16	1	8	12	20
Prod Science 30	4	28	16	44
Related Mech 22A	5	61		61
Related Mech 22B	3	40		40
Related Mech 22C	2	16		16
Related Mech 32A	3	19		19
Related Mech 32B	3	31		31
Related Mech 32C	1	9		9
Service St Operations 15	4	47	1	48

TABLE B

Enrolment in Vocational Subjects (High School Grades) 1984-85

Subject	No. of Schools	Male	Female	Total	Subject	No. of Schools	Male	Female	Total
Service St Operations 25	1	6		6	TV Crafts 35B	2	14	2	16
Sewing 16	1		13	13	TV Crafts 35C	1	12	2	14
Sheet Metal 12	3	48		48	Visual Comm 12	29	709	505	1 214
Sheet Metal 22A	2	22		22	Visual Comm 22A	8	100	68	168
Sheet Metal 22B	2	21		21	Visual Comm 22B	4	31	19	50
Sheet Metal 22C	2	8		8	Visual Comm 22C	4	28	10	38
Sheet Metal 32A	2	6		6	Visual Comm 32A	7	42	24	66
Sheet Metal 32B	2	6		6	Visual Comm 32B	5	22	10	32
Sheet Metal 32C	2	3		3	Visual Comm 32C	4	12	2	14
Special Projects 10	237	1 694	2 377	4 071	Welding 12	25	826	31	857
Special Projects 20	242	1 126	1 592	2 718	Welding 15	6	80		80
Special Projects 30	216	866	1 234	2 100	Welding 22A	29	383	8	391
Subtrades 15	4	20		20	Welding 22B	27	355	6	361
Subtrades 16	1	24		24	Welding 22C	22	242	4	246
Subtrades 25	2	8		8	Welding 25	1	8		8
Subtrades 26	1	4		4	Welding 32A	26	235	2	237
Television Arts 15	1	31	6	37	Welding 32B	25	229	2	231
TV Crafts 25A	3	25	7	32	Welding 32C	25	193	2	195
TV Crafts 25B	2	12	2	14	Work Experience 15	165	732	940	1 672
TV Crafts 25C	1	10	1	11	Work Experience 25	233	1 775	2 660	4 435
TV Crafts 35A	3	21	5	26	Work Experience 35	231	1 676	2 575	4 251

TABLE C

I School Districts

	1983-84	1984-85
Number of School Districts established during the year	15	29
Number of School Districts dissolved during the year	6	18
Number of School Districts in the Province including Units in Consolidated School Districts	4 353	4 364
Number of Regional School Districts in the Province	1	1
Number of Consolidated School Districts in the Province	2	2
Number of School Districts in Consolidated School Districts	7	7
Number of School Divisions and Counties in Existence	60	60

Established During Year July 1, 1984 - June 30, 1985

Name of District	Number	Date of Establishment
Mount Saskatoon	RCSSD 199	June 12, 1984
Lower Beaverlodge	RCSSD 198	June 12, 1984
Mountainside	RCSSD 197	June 12, 1984
Foley Lake	SD 5527	August 1, 1984
Coutts River	SD 5528	August 1, 1984
Akulnu	SD 5529	August 1, 1984
Island Hill	RCSSD 201	September 5, 1984
King Edward	RCSSD 200	September 5, 1984
Campbell Lake	RCSSD 202	September 5, 1984
Shaftesbury	RCSSD 204	October 19, 1984
Dunvegon	RCSSD 205	October 31, 1984
Brookville	RCSSD 206	November 7, 1984
Good Hope	RCSSD 207	November 14, 1984
Cranberry Hills	SD 5530	December 1, 1984
Sibbald Flats	SD 5531	December 1, 1984
Ya-Ha Tinda	SD 5532	December 31, 1984
Siffleur	SD 5533	December 31, 1984
Ram Falls	SD 5534	December 31, 1984
North Ram	SD 5535	December 31, 1984
Baptiste River	SD 5536	December 31, 1984
Chungo Creek	SD 5537	December 31, 1984
Saamis	SD 5538	December 31, 1984
Pronghorn	SD 5539	December 31, 1984
Lost River	SD 5540	December 31, 1984
Dryland	SD 5541	December 31, 1984
Three Rivers	SD 5542	December 31, 1984
Stoney Lake	SD 5543	June 1, 1985
Moto Lake	SD 5544	June 1, 1985
Ypres Valley	RCSSD 208	June 5, 1985

Dissolved During Year July 1, 1984 - June 30, 1985

Name of District	Number	Date Dissolved
Goodfare	SD 4314	January 30, 1984
Pendleton	SD 4737	January 30, 1984
Appleton	SD 2818	January 30, 1984
Goodfare	RCSSD 193	January 30, 1984
Pendleton	RCSSD 195	January 30, 1984
Appleton	RCSSD 194	January 30, 1984
Gibbons	RCSSD 183	July 31, 1984
Mountainside	RCSSD 197	August 24, 1984
Lower Beaverlodge	RCSSD 198	August 24, 1984
Mount Saskatoon	RCSSD 199	August 24, 1984
Lower Beaverlodge	SD 2812	August 24, 1984
Mount Saskatoon	SD 4443	August 24, 1984
Mountainside	SD 4494	August 24, 1984
Muskoseepi	RCSSD 191	September 7, 1984
Muskoseepi	SD 5265	September 7, 1984
Big Mountain Creek	SD 5372	November 30, 1984
Shaftesbury	SD 3437	December 31, 1984
Shaftesbury	RCSSD 204	December 31, 1984

TABLE C

II Operation of Schools by School Divisions, Counties and Independent Districts 1984-85

Enrolment by Grade (September 30, 1984)

Divisions	No.	ECS	1-6	7-9	10-12	(1-12) Total
Berry Creek	1		78	41	19	138
Cardston	2	291	1 656	679	545	2 880
Medicine Hat	4		452	212	89	753
Taber	6	194	1 162	537	534	2 233
Acadia	8		357	136	151	644
Rangeland	9	64	437	212	218	867
Peace River	10	46	1 400	646	661	2 707
Yellowhead	12	411	2 415	1 196	1 181	4 792
Rocky Mountain	15		1 398	783	750	2 931
Neutral Hills	16		294	152	116	562
Sturgeon	24	353	2 044	1 020	985	4 049
Willow Creek	28	201	1 413	783	665	2 861
Pincher Creek	29		616	297	288	1 201
Starland	30		292	137	108	537
Wainwright	32	139	779	391	397	1 567
Provost	33		378	164	178	720
Westlock	37	109	1 020	572	610	2 202
Foothills	38		2 367	1 291	1 176	4 834
Rocky View	41	298	4 021	1 913	1 685	7 619
Spirit River	47	88	658	361	324	1 343
High Prairie	48	300	1 697	821	835	3 353
Fairview	50	151	817	353	270	1 440
Lac La Biche	51	173	1 044	535	472	2 051
Fort Vermilion	52	167	1 688	643	340	2 671
East Smoky	54	143	933	460	415	1 808
Three Hills	60		775	357	352	1 484
Northland	61	172	1 925	606	100	2 631
Drumheller	62	91	481	268	514	1 263
Crowsnest Pass	63	99	670	352	305	1 327
Mount Rundle	64	72	357	149	202	708
Counties						
Grande Prairie	1		1 918	840	573	3 331
Vulcan	2		646	301	271	1 218
Ponoka	3		1 297	720	813	2 830
Newell	4	26	846	388	247	1 481
Warner	5	1	982	400	360	1 722
Stettler	6		591	250	8	849
Thorhild	7	62	347	196	208	751
Forty Mile	8		528	286	199	983
Beaver	9	163	950	449	371	1 770
Wetaskiwin	10		1 286	618	280	2 183
Barrhead	11	197	1 046	613	699	2 358
Athabasca	12	141	900	529	477	1 906
Smoky Lake	13		408	253	242	901
Lacombe	14	131	1 741	827	830	3 398
Wheatland	16		1 183	608	452	2 243
Mountain View	17		2 660	1 067	880	4 147
Paintearth	18		510	213	188	911

TABLE C

II Operation of Schools by School Divisions, Counties and Independent Districts 1984-85

Enrolment by Grade (September 30, 1984)

	No.	ECS	1-6	7-9	10-12	(1-12) Total
St. Paul	19	118	840	523	417	1 780
Strathcona	20	787	5 538	2 941	3 305	11 784
Two Hills	21	69	428	234	208	870
Camrose	22		978	499	378	1 855
Red Deer	23		2 577	1 298	1 150	5 025
Vermilion River	24		1 187	577	495	2 259
Leduc	25	400	2 149	936	523	3 608
Lethbridge	26	2	1 273	636	794	2 703
Minburn	27	108	769	389	582	1 740
Lac Ste. Anne	28		1 275	688	562	2 525
Flagstaff	29		911	445	461	1 817
Lamont	30		907	431	356	1 694
Parkland	31	558	5 208	2 560	2 338	10 106
Districts						
St. Albert	3	309	1 806	720	625	3 151
Edmonton	7	5 159	30 612	14 873	17 770	63 255
Calgary	19	5 599	37 569	19 429	20 844	77 842
Lethbridge	51	530	3 785	1 805	2 021	7 611
Medicine Hat	76	444	2 941	1 359	1 503	5 803
Banff	102	39	198	89	94	381
Red Deer	104	309	3 639	1 750	1 696	7 085
Wetaskiwin	264	143	862	372	776	2 010
Leduc	297	129	1 160	727	811	2 698
Stirling	647	31	158	75	42	275
Camrose	1315	119	827	404	652	1 883
Stettler	1475	81	502	247	540	1 289
Exshaw	1699	11	123	37		160
Legal	1738	45	237	100	59	396
Brooks	2092	221	1 169	521	500	2 190
St. Paul	2228		520	246	15	781
Redcliff	2283		438	207		645
Grande Prairie	2357	346	1 876	832	940	3 648
Whitecourt	2736		434	193	143	770
Fort McMurray	2833	439	2 477	1 305	1 022	4 804
Jasper	3063	27	199	123	120	442
Waterton Park	3320		13	3		16
Grovedale	4910		124			124
Devon	4972	102	488	203	206	899
Ralston	4981		117	51		168
Canadian Forces	4986		388	173		561
Mynarski Park	5012	17	85	40		125
Medley	5029	129	584	224		808
Swan Hills	5109	49	281	111		392
Grande Cache	5258	91	495	275	189	959
Lakeland	5480	225	1 323	707	1 033	3 063

TABLE C

II Operation of Schools by School Divisions, Counties and Independent Districts 1984-85

Enrolment by Grade (September 30, 1984)

Catholic Separate Districts	No.	ECS	1-6	7-9	10-12	(1-12) Total
Calgary RCSSD	1	1 941	11 860	5 553	5 897	23 130
Edmonton	7	1 984	11 951	6 032	6 976	24 959
Lethbridge	9	147	1 198	540	456	2 194
Wetaskiwin	15	44	219	128		347
Vegreville	16	33	207	111	39	357
Red Deer	17	99	919	445	438	1 802
Pincher Creek	18		232	117	88	437
Medicine Hat	21	127	900	490	524	1 914
Theresetta	23		46	25	34	105
Drumheller	25	32	191	71		262
Fort Vermilion	26	12	86	41		127
Grande Prairie	28	123	747	341	335	1 423
McLennan	30	21	85	52		137
Wainwright	31	25	179	87		266
Fort McMurray	32	327	1 907	777	849	3 533
Fairview	35		176	92	84	352
Spirit River	36		41	26		67
Manning	37		91	57		148
Peace River	43	41	298	162	176	636
Killam	49		24	8		32
Assumption	50		41	23		64
Sexsmith	51	17	84	26		110
Taber	54	33	260	134	126	522
High Prairie	56	40	271	180	4	455
Camrose	60	55	312	138		450
Provost	65		103	55	66	224
Beaverlodge	68	5	53	26		79
Coaldale	73	47	183	94		277
Picture Butte	79	26	125	42		167
Bow Island	82	8	84	38	43	165
Valleyview RCSSD	84	19	135	71		206
Grimshaw	88	26	155	64		219
Whitecourt	94	44	304	147	123	574
Ponoka	95	11	107	45		152
Nampa	96		36	7		43
Vermilion	97	46	138	72	69	279
Fort Saskatchewan	104	53	419	214	172	805
Sherwood Park	105	224	1 379	699	496	2 576
Westlock	110	28	232	114	83	429
Drayton Valley	111	40	242	124		366
Spruce Grove	128	49	314	164	30	508
Rocky Mountain House	131	23	164	59		223
Leduc	132	66	423	180		803
Lakeland	150	154	741	376	61	1 176
Stony Plain	151	38	203	73		276
Edson	153	37	235	132	2	386
Hinton	155	38	213	73		286

TABLE C

II Operation of Schools by School Divisions, Counties and Independent Districts 1984-85

Enrolment by Grade (September 30, 1984)

Other	No.	ECS	1-6	7-9	10-12	(1-12) Total
Barons Consolidated	8		58	15		73
Falher Consolidated	69	31	240	91	77	408
Thibault Catholic Public	35	157	726	298	194	1 218
Glen Avon Protestant Separate	5		283	165	4	452
St. Albert Protestant Separate	6	341	2 523	1 344	1 247	5 114
St. Paul High Sch. Reg. Sch. Dist.	1	136			386	386
Alberta School for the Deaf			52	28	39	119
Total						
Divisions		3 562	33 624	16 067	14 485	64 176
Counties		2 763	41 266	20 695	18 777	80 738
Districts		14 594	95 430	47 201	51 603	194 234
R.C.S.S.D./P.S./C.P.		6 581	41 665	20 332	18 620	80 617
Consolidated		31	298	106	77	481
Regional		136			386	386
Alberta School for the Deaf			52	28	39	119
Grand Total		27 667	212 335	104 429	103 987	420 751

TABLE C

III Distribution of Pupils by Age, Grade and Sex as at September 30, 1984 (Does not include Lloydminster)

	SEX	LESS THAN 5 YRS 6 MOS	5 YRS AND NOT 5 YRS 6 MOS	6 YEARS	7 YEARS	8 YEARS	9 YEARS	10 YEARS	11 YEARS	12 YEARS	13 YEARS	14 YEARS	15 YEARS	16 YEARS	17 YEARS	18 YEARS	19 YEARS	20 YEARS	21 OR = YRS	TOTAL BY SEX	TOTAL BY GRADE	% OF ENROL-MENTS	MEDIAN AGE
GRADE I	M	11	6 114	12 483	1 238	89	14	2	1											19 932			
	F	18	6 499	10 816	782	46	5	1	1											18 148	38 080	9.66	6.39
GRADE II	M		19	5 183	11 356	1 717	92	22	10	3	1	2								18 325			
	F		11	5 639	10 489	932	68	8	5				1							17 136	35 461	8.43	7.25
GRADE III	M			23	4 818	10 744	1 898	141	23	9	2	2								17 661			
	F			26	5 523	10 101	1 100	92	12	4	2									16 860	34 521	8.21	8.39
GRADE IV	M				34	4 821	10 329	2 822	183	37	8	1	1							17 245			
	F		1		36	5 363	9 879	1 167	126	17	4									16 986	33 849	8.05	9.32
GRADE V	M		1		2	48	4 423	9 712	2 232	284	48	10	2	1						16 755			
	F				1	41	5 149	9 444	1 331	161	24	10	4	1						16 166	32 921	7.83	10.35
GRADE VI	M					1	46	4 176	9 662	2 323	298	46	11	1	2					16 566			
	F						42	4 966	9 222	1 436	154	25	5	1	1	1		1		15 787	32 293	7.68	11.37
ELEM. SPEC.	M	41	132	273	428	556	661	648	651											3 332			
	F	29	90	199	244	292	311	326	344											1 835	5 167	1.23	9.18
GRADE VII	M							44	4 256	9 448	2 814	529	79	9	2	3	1	1	4	17 175			
	F						1	32	4 948	9 298	1 549	255	88	12	4	1		1		16 143	33 318	7.92	12.41
GRADE VIII	M								61	4 333	9 999	2 675	519	72	16	1			1	17 298			
	F								73	5 029	9 482	1 748	326	49	6					16 616	33 994	8.08	13.41
GRADE IX	M							1	1	58	4 546	9 236	2 488	456	72	9	1	1	1	16 841			
	F								1	82	5 498	9 232	1 479	241	38	8	1		3	16 982	33 823	7.96	14.36
JR. HIGH SPEC.	M									636	838	962								2 488			
	F									383	382	321								1 296	3 784	.89	13.83
GRADE X	M									2	16	4 294	8 818	2 838	887	186	46	36	91	16 826			
	F					1					26	5 129	8 921	1 471	336	73	31	16	142	16 145	32 971	7.77	15.47
GRADE XI	M					1						51	4 297	8 988	2 214	481	95	25	92	15 795			
	F											49	5 296	8 187	1 302	219	54	26	129	15 342	31 197	7.48	16.48
GRADE XII	M					1						1	80	4 189	8 982	3 570	874	230	525	18 483			
	F											2	86	4 929	8 786	2 128	519	157	671	17 218	35 818	8.47	17.84
SR. HIGH SPEC.	M												1 868	811	547	293	75	48	262	2 987			
	F												586	488	297	96	55	16	67	1 585	4 552	1.08	16.98
TOTALS BY SEX	M	52	6 266	17 882	17 876	17 752	17 483	16 768	17 832	17 126	18 172	17 821	17 297	16 568	12 422	4 373	1 081	332	976	217 111			
	F	47	6 681	16 680	17 046	16 776	16 547	15 975	16 065	16 397	17 051	16 963	16 674	15 349	10 819	2 522	688	217	1 032	203 421	420 532	100.00	11.84
GRAND TOTAL		99	12 867	34 562	34 922	34 528	33 950	32 743	33 897	33 525	35 223	34 784	33 971	31 917	23 241	6 895	1 751	549	2 008				
% OF ENROLMENT		.02	3.06	8.22	8.30	8.21	8.07	7.78	7.87	7.97	8.37	8.27	8.08	7.59	5.53	1.64	.42	.13	.48				

TABLE C

IV Acceleration and Retardation Report for Public Schools
(Does Not Include Lloydminster)

Enrolment as at September 30, 1984

			Under Modal Age		Modal Age		Over Modal Age		
		Age	Number	Percent	Number	Percent	Number	Percent	Total
Elementary	Grade I	6 +	12 642	33.20	23 299	61.18	2 139	5.62	38 080
	Grade II	7 +	10 772	30.38	21 836	61.58	2 853	8.05	35 461
	Grade III	8 +	10 390	30.10	20 845	60.38	3 286	9.52	34 521
	Grade IV	9 +	10 055	29.71	20 207	59.71	3 578	10.57	33 840
	Grade V	10 +	9 657	29.33	19 156	58.19	4 108	12.48	32 921
	Grade VI	11 +	9 170	28.40	18 824	58.29	4 299	13.31	32 293
	Elem. Spec.	11 +	4 172	80.74	995	19.26	0	.00	5 167
Junior High School	Grade VII	12 +	9 283	27.86	18 730	56.22	5 305	15.92	33 318
	Grade VIII	13 +	9 487	27.98	19 011	56.07	5 406	15.95	33 904
	Grade IX	14 +	10 198	30.51	18 468	55.26	4 757	14.23	33 423
	Jr. High Spec.	14 +	2 243	59.72	1 513	40.28	0	.00	3 756
Senior High School	Grade X	15 +	9 458	28.95	17 731	54.27	5 482	16.78	32 671
	Grade XI	16 +	9 684	31.13	16 696	53.67	4 727	15.20	31 701
	Grade XII	17 +	9 227	25.91	17 717	49.74	8 674	24.35	35 618
	Sr. High Spec.	15 +	0	.00	1 615	35.48	2 937	64.52	4 552
	Total		126 438	30.06	236 643	56.26	57 551	13.68	420 632

TABLE C

V Per Pupil Expenditure in Education 1972-73, 1983-84, 1984-85

	1972-73	1983-84[a]	1984-85[a]
All Schools (Including Regional High Schools)	$ 950.22	$ 3 942.10	$ 4 184.73
School Divisions and Counties	990.57	3 979.33	4 305.80
Public Districts			
City Public	970.70	3 988.51	4 163.60
Town, Village and Rural Public	932.38	3 750.75	3 942.54
Separate Districts			
City Separate	903.21	3 869.49	4 054.58
Town, Village and Rural Separate	736.14	3 454.53	4 027.16
Separate (City, Town, Village and Rural)	871.29	3 795.47	4 049.86
Consolidated Schools	839.79	4 450.43	4 998.04
Regional Schools	941.91	4 975.31[b]	5 029.87[b]

Footnotes:

[a] 1983 and 1984 enrolments do not include D.N.D. Schools, however, enrolments include Early Childhood Services at .5. The 1983 and 1984 per pupil expenditures were obtained by dividing into the 1983 and 1984 expenditures the enrolments as of September 30, 1983 and 1984 respectively.

[b] Includes only the St. Paul Regional High School District No. 1.

TABLE D

New Construction Projects Tendered

April 1, 1984 - March 31, 1985

Jurisdiction	Project Name	Date of Tender	m²	Basic Tender Cost - $	Pre-Rated Tender Cost - $	Pre-Rated Cost Per m² - $	Capacity
Provost Div. #33	Czar 2 Core Portables	April 6, 1984	187.72	134 684	142 151	757.25	50
Northland Div. #61	Paddle Prairie Addition	April 26, 1984	1 057.31	1 441 229	1 521 351	1 438.89	100
Northland Div. #61	Paddle Prairie Renovation	April 26, 1984	179.00	72 580			25
Edmonton S.D. #7	Keheewin 6 Core Portables	April 26, 1984	710.45	325 987	344 112	484.36	150
Edmonton S.D. #7	Weinlos 4 Core Portables	April 26, 1984	449.85	217 861	229 974	511.45	100
Edmonton S.D. #7	Pollard Meadows 4 Core Portables	April 26, 1984	437.88	221 526	234 014	534.42	100
Red Deer S.D. #104	Glendale 10x8 Jr. High Core	May 9, 1984	4 072.02	3 619 000	3 820 216	938.16	390
Red Deer S.D. #104	Glendale 8 Core Portables	May 9, 1984	796.82	380 000	401 128	503.41	200
Edmonton S.D. #7	C.A.P.E. Word Processing Equipment	May 30, 1984		39 722			0
Edmonton RCSSD #7	St. Timothy Addition	June 18, 1984	428.32	292 581	308 849	721.07	25
Cty. of Paintearth #18	Gus Wetter High Addition	June 18, 1984	1 600.00	580 816	613 189	613.11	175
Cty. of Paintearth #18	Gus Wetter High Renovation	June 18, 1984	146.10	66 634			– 25
Cty. of Paintearth #18	Coronation Addition	June 18, 1984	1 298.42	702 632	741 666	571.23	225
Cty. of Paintearth #18	Coronation Renovations	June 18, 1984	651.82	133 963			– 25
Calgary S.D. #19	Forest Lawn Addition	June 27, 1984	4 489.37	3 566 548	3 783 623	824.98	580
Calgary S.D. #19	Forest Lawn Renovations	June 27, 1984	1 666.84	658 352			– 55
Northland Div. #61	Ft. Chipewyan El.-Jr.-Sr. High	June 27, 1984	4 696.82	6 666 666	6 985 964	1 700.32	450
Ft. McMurray RCSSD #32	Fr. Beauregard 2 Core Portables and St. Anne 8 Core Portables	July 10, 1984	183.57 736.40	466 782	523 348	568.88	50 200
Calgary RCSSD #1	30 Core Portables (Various Locations)	July 17, 1984	2 732.40	1 074 279	1 134 666	415.82	750
Cty. of Wetaskiwin #10	Griffith-Scott Addition	July 17, 1984	223.94	182 566	192 647	860.26	0
Edmonton S.D. #7	Lymburn Core School	July 17, 1984	3 173.11	2 491 666	2 629 566	828.68	350
Fairview Div. #50	Menno-Simons Addition	July 18, 1984	339.66	439 666	464 842	1 366.12	50
Red Deer S.D. #104	Eastview Addition	July 19, 1984	56.66	56 196	59 219	1 184.38	0
Medicine Hat Div. #4	Seven Persons Addition	July 25, 1984	246.66	231 666	243 844	995.26	0
Rocky View Div. #41	Chestermere Sr. High Core	August 3, 1984	3 362.28	2 866 146	3 046 566	966.56	166
Berry Creek Div. #1	Homestead Coulee Addition	August 15, 1984	126.66	66 774	64 183	513.22	25
Northland Div. #61	Ft. McKay Addition	August 20, 1984	66.66	171 161	180 677	2 776.86	0
Legal S.D. #1738	Legal Addition	August 23, 1984	66.66	31 217	32 962	666.64	0
Calgary RCSSD #1	St. Helena Addition	August 24, 1984	218.57	221 246	236 647	1 166.12	0
Calgary RCSSD #1	St. Dominic Connecting Corridor	August 31, 1984	46.66	22 746	24 613	666.33	0

TABLE D

New Construction Projects Tendered

Jurisdiction	Project Name	Date of Tender	m²	Basic Tender Cost - $	Pro-Rated Tender Cost - $	Pro-Rated Cost Per m² - $	Capacity
Calgary RCSSD #1	Mother Teresa Addition	August 31, 1984	10.00	9 484	10 022	1 002.20	0
Calgary RCSSD #1	St. James Addition	August 31, 1984	10.00	11 393	12 027	1 202.70	0
Peace River Div. #10 and Peace River RCSSD #43	Industrial Training Building	Sept. 7, 1984	548.88	493 900	521 361	949.86	20 10
Cty. of Lac Ste. Anne #28	Mayerthorpe High Addition	Sept. 11, 1984	36.41	31 063	32 790	900.58	0
East Smoky Div. #54	Harry Gray Elem. Addition	Sept. 20, 1984	650.86	647 000	682 973	1 049.34	150
Cty. of Minburn #27	A.L. Horton Jr. High Addition	Sept. 24, 1984	29.44	52 836	55 774	1 894.50	0
East Smoky Div. #54	Hillside Addition	October 9, 1984	165.50	129 806	137 023	827.93	0
Cty. of Athabasca #12	Edwin Parr Addition	October 18, 1984	205.00	245 206	258 842	1 262.64	20
Sherwood Park CSSD #105	Holy Redeemer 8x8 Core	October 22, 1984	3 035.70	2 865 961	3 025 308	996.58	300
Red Deer S.D. #104	Joseph Welsh Addition	October 24, 1984	925.00	680 000	717 808	776.01	100
Lloydminster Div.	Barr Colony Addition	Nov. 9, 1984	405.22	309 627	326 842	806.58	100
Northland Div. #61	Pelican Mountain School	Dec. 6, 1984	1 018.21	1 437 139	1 517 044	1 489.91	75
Edmonton RCSSD #7	Archbishop O'Leary Addition	Dec. 13, 1984	39.09	75 750	79 962	2 045.59	0
Edmonton RCSSD #7	St. Sophia Addition	Dec. 13, 1984	18.00	15 746	16 621	923.39	0
Pincher Creek Div. #29	Hutterite Colony Core Portable	Dec. 13, 1984	89.18	33 499	35 362	396.52	25
Ft. Vermilion Div. #52	Blumenort 6x6 Core	Dec. 18, 1984	2 313.97	2 952 054	3 116 188	1 346.68	225
Cty. of Parkland #31	Seba Beach Addition	Dec. 21, 1984	361.64	350 438	369 923	1 022.90	0
Camrose S.D. #1315	Charlie Killam Addition	Dec. 27, 1984	71.48	44 471	47 471	664.12	0
Calgary RCSSD #1	St. Rose of Lima Addition	Dec. 27, 1984	15.96	13 968	14 745	923.87	0
Westlock Div. #37	Fawcett Addition	Dec. 31, 1984	509.15	408 850	431 583	847.65	50
Lakeland RCSSD #150	St. Dominic Addition	Jan. 10, 1985	222.43	184 500	194 758	875.59	0
Thibault R.C.P. #35	George P. Vanier Addition	Jan. 10, 1985	165.82	158 736	167 562	1 010.51	0
Cty. of Beaver #9	Tofield Addition	Jan. 24, 1985	804.00	626 244	661 063	822.22	40
Acadia Div. #8	Oyen Addition	Jan. 25, 1985	364.26	308 000	325 125	892.71	0
Acadia Div. #8	Oyen 2 Core Portables	Jan. 25, 1985	177.64	60 000	63 336	356.64	50
Calgary RCSSD #1	St. Peter Connecting Corridor	Jan. 31, 1985	12.00	12 308	12 983	1 082.75	0
Northlands Div. #61	Janvier School	Feb. 28, 1985	1 929.26	3 046 000	3 215 358	1 666.83	190
Lethbridge CSSD #9	Catholic Central High Addition	March 4, 1985	1 200.00	1 586 213	1 670 124	1 384.78	0
Cty. of Vulcan #2	County Central High Addition	March 5, 1985	1 141.31	523 000	551 509	483.22	0
Cty. of Leduc #25	J.E. LaPointe Addition	March 8, 1985	788.52	770 000	819 186	1 038.85	85
Cardston Div. #2	Eastridge Elem. School	March 8, 1985	3 400.00	2 987 000	3 146 844	925.19	400

TABLE D

New Construction Projects Tendered

Jurisdiction	Project Name	Date of Tender	m²	Basic Tender Cost - $	Pro-Rated Tender Cost - $	Pro-Rated Cost Per m² - $	Capacity
Edmonton S.D. #7	Kiniski Gardens Core	March 13, 1985	3 427.80	2 734 600	2 879 260	875.16	400
St. Albert S.D. #3	St. Albert 10x8 Core	March 15, 1985	4 060.00	3 517 540	3 703 618	912.22	390
Drumheller RCSSD #25	St. Anthony's Addition	March 18, 1985	440.00	410 499	432 214	982.30	100
Medicine Hat S.D. #76	George Davidson 4 Core Portables	March 20, 1985	398.58	270 492	284 801	714.54	100
Cty. of Wetaskiwin #10	Clear Vista Addition	March 20, 1985	431.34	378 700	398 733	924.41	0
Cty. of Wetaskiwin #10	Clear Vista Renovation	March 20, 1985	380.31	90 300			+ 25
Cty. of Forty Mile #8	Senator Gershaw Addition	March 25, 1985	13.28	22 400	23 400	1 775.98	0
Starland Div. #30	Delia Addition	March 28, 1985	468.10	466 070	490 725	1 048.33	100
Lethbridge S.D. #51	Nicholas Sheran 2 Core Portables	March 29, 1985	176.96	76 050	80 074	452.50	50
Lethbridge S.D. #51	Park Meadows 2 Core Portables	March 29, 1985	178.50	70 577	74 310	416.30	50
Totals					58 457 072		7 145

TABLE E

New Construction Schemes Other Than by Public Tender

April 1, 1984 - March 31, 1985

Jurisdiction	School Name	New	Add.	Ren.	Port.	Description	Tender Scheme Date	Gross Area - m²	Estimated Cost - $	Capacity
Calgary S.D. #19	Andrew Davison Conn. Corr.		•			Conn. Corr.	April 3, 1984	23.28	16 000	0
Calgary S.D. #19	Banff Trail Renovation			•		Renovation	April 3, 1984	259.70	30 000	0
Calgary S.D. #19	Highwood Conn. Corr.		•			Conn. Corr.	April 3, 1984	24.00	17 000	0
Calgary S.D. #19	Highwood Renovation			•		Renovation	April 3, 1984	156.00	5 000	−25
Calgary S.D. #19	Mayland Heights Conn. Corr.		•			Conn. Corr.	April 3, 1984	23.28	22 000	0
Calgary S.D. #19	Varsity Acres Renovation			•		Renovation	April 3, 1984	151.00	5 000	−25
Calgary S.D. #19	Chinook Park Renovation			•		Renovation	April 3, 1984	259.80	30 000	+50
Calgary S.D. #19	Sunalta Renovation			•		Renovation	April 3, 1984	216.40	25 000	0
Calgary S.D. #19	Dr. E.P. Scarlett Renovation			•		Renovation	April 3, 1984	140.10	214 953	0
Wainwright Div. #32	Irma Addition		•			Add. (Stairwell)	April 26, 1984	45.36	19 500	0
Wainwright Div. #32	Irma Addition		•			Add. (Admin.)	April 26, 1984	114.60	101 800	0
Wainwright Div. #32	Wainwright H.S. Renovation			•		Renovation	April 26, 1984	193.50	35 000	0
East Smoky Div. #54	Hillside H.S. Addition		•			Addition	June 27, 1984	294.54	402 247	75
Coaldale RCSSD #73	St. Joseph's Addition		•			Addition	July 19, 1984	1 039.24	850 000	50
Cty. of Parkland #31	Keephills Core Portable	•				One Core Port.	Aug. 1, 1984	80.97	50 000	25
Cty. of Parkland #31	Muir Lake Core Portable	•				One Core Port.	Aug. 1, 1984	80.97	50 000	25
Rocky Mountain Div. #15	Condor Addition		•			Addition	Aug. 7, 1984	60.00	67 000	0
Rocky Mountain Div. #15	D. Thompson Addition		•			Add. (Office)	Aug. 7, 1984	21.45	26 200	0
Rocky Mountain Div. #15	D. Thompson Addition		•			Add. (Storage)	Aug. 7, 1984	50.00	52 500	0
Rocky Mountain Div. #15	Rocky Jr./Sr. High Addition		•			Addition	Aug. 7, 1984	44.16	47 522	0
Calgary S.D. #19	Simon Fraser Addition		•			Addition	Oct. 29, 1984	332.88	365 940	50
Cty. of Minburn #27	Lavoy Addition		•			Addition	Nov. 20, 1984	382.75	120 000	0
Cty. of Barrhead #11	Neerlandia Addition		•			Addition	Nov. 30, 1984	579.75	546 758	25
Wainwright Div. #32	Denwood/Lolo Mabey Addition		•			Addition	Dec. 14, 1984	1 126.06	990 000	50
Cty. of Wetaskiwin #10	Griffith-Scott Renovation			•		Renovation	Dec. 21, 1984	178.73	7 500	+50
Totals									4 997 000	350

TABLE F

Frequency and Type of School Buildings Board Agenda Items

April 1, 1984 - March 31, 1985

Type of Agenda Item	Number of Items
Capital Budget New Construction Items	244
Capital Budget Modernization Items	602
B.Q.R.P. Items	1 578
Statement of Eligible and Final Costs	285
Miscellaneous (Special Cases, Intent to Proceed, E.C.S. grants, Capacity Ratings, Clerk of the Works, etc.)	411
Total Agenda Items	3 100
Total Number of Meetings Held	46

Refer to Table D and Table E for a summary of new construction projects for which tenders and other schemes of construction were approved during the period April 1, 1984 to March 31, 1985.

TABLE G

Government Funds Allocated by Programs

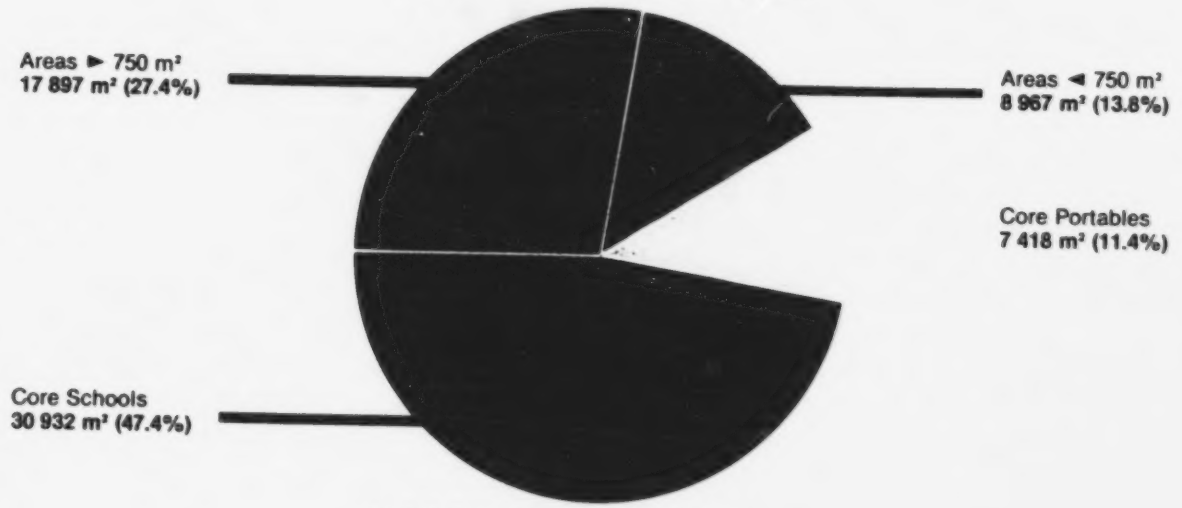
April 1, 1984 - March 31, 1985

New Construction	$ 45.1 M
Modernization	$ 33.5 M
B.Q.R.P.	$ 38.6 M
Business Education Equipment	$ 30.9 M
Total Allocation	$149.1 M

FIGURE 1

Construction of New Facilities: Gross Areas in Square Metres

April 1, 1984 - March 31, 1985

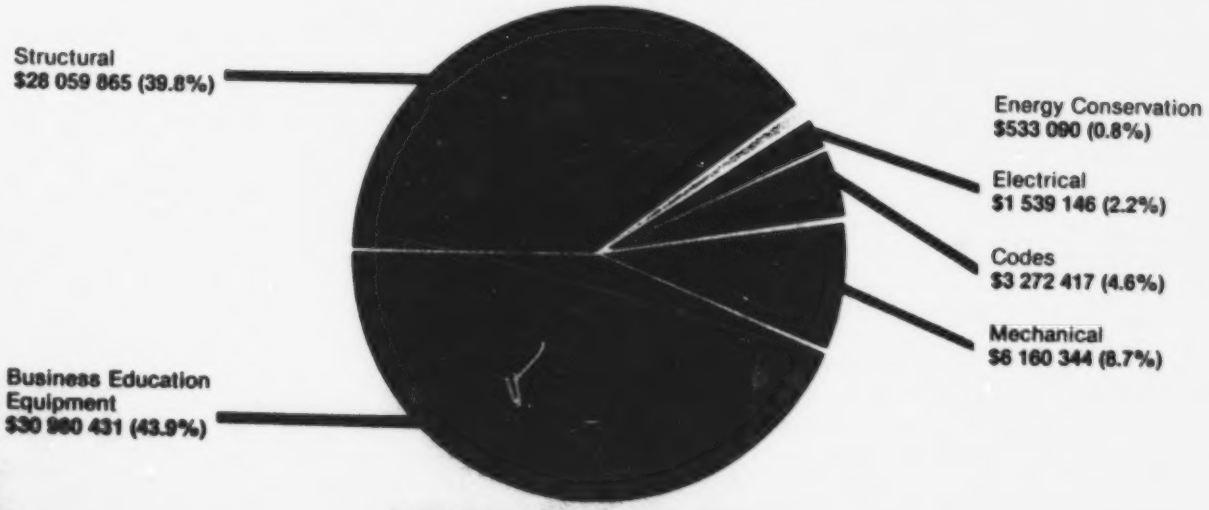


Total Area Constructed 65 214 m²

FIGURE 2

Expenditures on Components of the Building Quality Restoration Program (B.Q.R.P.)

April 1, 1984 - March 31, 1985



Total Expenditures $70 545 293

(Includes Approvals for 1984 and 1985 Program Years)

TABLE H

Teacher Certification

Issue of Permanent Certificates (April 1, 1984 - March 31, 1985)

Type of Certificate	Number
Professional	1 622
Standard Secondary	—
Standard Elementary	—
Junior Elementary	—
Total	1 622

Issue of Interim Certificates (April 1, 1984 - March 31, 1985)

Type of Certificate	Number
Professional	2 131
Standard Secondary	—
Standard Elementary	—
Junior Elementary	—
Provisional	18
Conditional	—
Total	2 149

Letters of Authority and Temporary Letters of Authority

During the year of April 1, 1984 to March 31, 1985, 125 Letters of Authority were issued. There were 62 Temporary Letters of Authority issued.

Interim Permits

There were 95 Interim Permits issued between April 1, 1984 and March 31, 1985.

Early Childhood Services Diplomas

There were 225 Early Childhood Services Diplomas issued between April 1, 1984 and March 31, 1985.

TABLE I

Interim Certificates for Teachers Entering Alberta

April 1, 1984 - March 31, 1985

Origin of Teacher	Professional
1. Other Provinces	
British Columbia	108
Saskatchewan	86
Manitoba	41
Ontario	124
Quebec	75
New Brunswick	29
Nova Scotia	40
Prince Edward Island	6
Newfoundland	14
Total Other Provinces	523
2. Other Countries	
United States of America	60
United Kingdom	11
Poland	3
France	3
New Zealand	2
Ireland	2
Australia	1
India	1
U.S.S.R.	1
Yugoslavia	1
Afghanistan	1
Czechoslovakia	1
Total Other Countries	87
Grand Total	610

TABLE J

Issue of Professional Statements

Destination of Teacher	Number
Canada	
Alberta	3
British Columbia	159
Saskatchewan	95
Manitoba	10
Ontario	120
Quebec	3
New Brunswick	5
Nova Scotia	10
Prince Edward Island	—
Northwest Territories	48
Newfoundland	2
United States of America	3
Not Specified	99
Total	557

TABLE K

Certificates, by Type, Held by Teachers

Certificate Types	Teachers Employed By Alberta Schools	Other Schools Including Private Schools	Totals
Professional	28 890	1 043	29 933
Provisional	30	—	30
Standard S	329	11	340
Standard E	676	29	705
Conditional	—	—	—
Junior E	780	29	809
Second Class	3	—	3
Letters of Authority	32	19	51
Standard E and S	1	—	1
Total	30 741	1 131	31 872
E.C.S. Diploma	2 166	261	2 427
E.C.S. Permit	184	40	224
Total	2 350	301	2 651
Grand Total	33 091	1 432	34 523

TABLE L

Degrees, by Type, Held by Teachers

Degree Types	Teachers Employed By Alberta Schools	Other Schools Including Private Schools	Totals
B. Ed. Only	16 862	590	17 452
B. Ed. and Other	4 850	153	5 003
Other Bachelors Degrees	3 855	190	4 045
M. Ed. Only	2 176	41	2 217
M. Ed. and Other	52	2	54
Other Master Degree	915	54	969
Doctorate	196	10	206
Total	28 906	1 040	29 946
No Degrees Specified	1 835	91	1 926
Grand Total	30 741	1 131	31 872

TABLE M

High School Evaluations for Students from Outside of Canada

Place of Origin	Evaluation Completed
Philippines	18
Asia	13
Australia	3
Hong Kong	13
British Isles	11
Europe	12
West Indies	3
Africa	3
South America	4
India	7
Other	2
Total	89

TABLE N

Department Staff Complement
All Positions (excluding wages)

As of March 31, 1985

Branch	Filled	Vacant	Total
Minister's Office	7	0	7
Deputy Minister's Office	4	1	5
Assistant Deputy Minister Finance and Administration	4	0	4
Financial and Administrative Service	80	7	87
Legislative Services	5	2	7
School Business Administration Service	16	1	17
School Buildings	30	2	32
Personnel Administration Services	10	0	10
Communications	4	0	4
Assistant Deputy Minister Planning and Evaluation	3	0	3
Student Evaluation	46	3	49
Planning Services	23	10	33
Computer Services & Data Management	52	1	53
Assistant Deputy Minister Program Development	4	0	4
Early Childhood	5	1	6
Special Education	12	0	12
Language Services	21	4	25
Media and Technology	10	0	10
Curriculum	22	2	24
Teacher Certification	17	0	17
Computer Technology	4	2	6
Assistant Deputy Minister Program Delivery	5	0	5
Alberta Correspondence School	153	19	172
Alberta School for the Deaf	96	8	104
Grande Prairie Regional Office	21	3	24
Edmonton Regional Office	54	3	57
Calgary Regional Office	37	3	40
Lethbridge Regional Office	14	0	14
Red Deer Regional Office	16	1	17
Support Program	18	2	20
Total	793	75	868
* School Book Branch	53	8	61

* This Branch is referred to as a statutory appropriation and is not included in the Department's regular staff complement, although the Department is charged with the general administration of the Branch.